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OSSIAN LANG, Editor.

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The New Boston.

The Boston schools are generally considered ultra-conservative. In fact, not a few people are under the impression that they represent an ossification of pedagogical tradition. Had any other city had such revelations of the practice of corporal punishment in the schools as were published in the papers not very long since, the whole country would have joined in discussion of the matter. But with Boston the facts were merely taken for granted. A Boston "master" seems to be pictured in many minds as a hoary relic of the dead past, a survival of the seventy who were arrayed against Horace Mann. There has been some measure of fact to account for such opinions, but there is no longer any excuse for them. A new Boston has arisen. The dead past is really dead. The schools indeed have attained to a position of leadership.

A great many factors have co-operated in bringing about the wonderful change. The re-organization of the administrative system marked the dawn of the new order of things. The appointment of Dr. Stratton D. Brooks as superintendent, tho accepted with much hesitation at first, made sure of the fullest realization of the progress of the good work.

On another page in this number is presented a report showing what has been accomplished in Boston in a little more than twelve months. And a remarkable showing it is. Boston has the opportunity to regain the educational leadership it once had, but which it long since forfeited. Chicago is too turbulent. Philadelphia is too uncertain. New York City is too unwieldy, having a larger population than that of the whole State of Massachusetts, larger in fact than Massachusetts, New Hampshire, and Vermont combined, plus one-half of Rhode Island. Before the days of consolidation Brooklyn was most favorably constituted for showing an American city school system at its best. Much of the old glory still survives, but the backbone of local pride is slowly giving way. The city of Washington assigns too little responsibility to the people to illustrate most effectively the American common school idea. Here is Boston's opportunity. A good start has been made and still greater results are looked for.

Mr. Stetson's Retirement.

Mr. W. W. Stetson has resigned from the State superintendency of Maine, after a service of twelve years. He intends to give the next two years to filling lecture engagements in various parts of the country, beginning in July. It was his desire to be released from his duties last January, but attacks upon his official conduct by politicians who wanted to crowd him out determined him to stay and fight it out. Governor Cobb, on accepting the resignation, designated June 30 as the date when Mr. Stetson may retire, and thus keeps him identified with the State superintendency to the close of the school year. The feeling of the Legislature was shown by its voting seven to one in the House, and unanimously in the Senate to nearly double the salary of the State superintendent. The Governor in a public letter expresses his highest admiration for Mr. Stetson, concluding with the words, "You

have done much for the cause of education in Maine, and I thank you."

Mr. Stetson has indeed done a great work for his State, and the influence of it has spread over a large part of the country. His practical acquaintance with actual conditions in the schools; his keen common sense and his bright and vigorous way of presenting his ideas, together with his absolute devotion to the cause of educational improvement have placed him among the honored educational leaders of this country. The regard in which he is held in the professional councils of educators was well shown by the unusual support accorded to him as president of the Department of Superintendence of the N. E. A.

How educational sentiment has developed in Maine, chiefly thru Mr. Stetson's influence, may be guessed from the fact that the highest salary heretofore paid to the State superintendent was fifteen hundred dollars a year. It has now been raised to twenty-five hundred dollars, which, for the proverbially frugal Maine, may sound pretty fair, but which is still inadequate. The talk about the honor attached to the office is a ridiculous appeal to the galleries. The State needs its strongest educational expert in that office, a man of the type of Mr. Stetson. The emolument ought to be such as to encourage the best-paid city superintendent in the State to give up his position for it. Mr. Stetson could never have sustained himself for twelve years had it not been for his unbounded popularity as a speaker at teachers' meetings, which added to his income and thus enabled him to give to the State the good work which stands to his everlasting credit, and for which the people of Maine can never thank him enough.

Real Pan-American.

Pan-Americanism is gradually coming to realization—not in the shape, perhaps, which the original promoters of the idea had in mind, but on a sounder; more enduring foundation. The movement sprang from the desire to form an alliance of all the republics of the two Americas for mutual protection and advantage politically and commercially. The material aspects were kept to the fore. Pan-Americanism became a slogan of the exploiter. Very little was accomplished on that basis. It was found that the countries with which a closer co-operation was really desired were distrustful of our commercial promoters. They came in contact with the seeker for gold, and concluded that the Yankee must be a reckless plunger, ready to stake his salvation here and hereafter on any chance to reap a fortune. Of our more human endeavors they had but little evidence. Meanwhile, Europe taught our sister republics arts and sciences, and established a spiritual alliance whose influence is visible in the cultural institutions south of the Equator.

What are the results of our shortsightedness? By becoming the schoolmaster of South America; Europe has firmly established itself in the sympathies of the people. As a matter of course, commerce has benefited. It is the old story: the missionary is—unwillingly, perhaps, but none the less surely—also the advance agent of trade. Great Britain's commercial greatness is owing, to no small extent, to



The Sarmiento School of Buenos Ayres on the occasion of the visit of Secretary Root to the Argentine Republic. The Stars and Stripes wave beside the Blue and White of our sister republic.

This is one of the public schools of "The Paris of America." Dr. Ernestina Lopez is the principal. Miss Lopez has been in our country and made a careful study of our schools.

her policy of first acquiring an educational leadership.

Argentina, the greatest of the South American republics, has been tutored by France, Germany, and England, particularly France,—this in spite of the fact that both the original constitution of the Republic, and the organization of the national school system were derived from our own country. Sarmiento, schoolmaster and president, was a friend of Horace Mann's, and made a close personal study of our schools and political institutions. It was he who laid the political foundation of the Argentine Republic, and called into existence the present school system.

It is no especial credit to us that our educational ideas were thus transplanted. It is due rather to the discernment of the intellectual leaders of Argentina that our experiences are turned to good account in the development of the schools. They recognize that the influences of Europe are not helpful to the working out of genuinely democratic ideas. The young Argentinians have learned to look upon Europe as the home of culture, and upon the United States as a great experiment station for industrial and financial geniuses. In other words, they believe the eyes of Europe to be fixed upon great intellectual ideals, while we are devising ways for gathering in the material goods of this world. They choose Europe as best representing their own views of life, and thither they go in search of light. They naturally return more or less leaning toward aristocracy, with views fatal to enthusiasm for the cause of democracy.

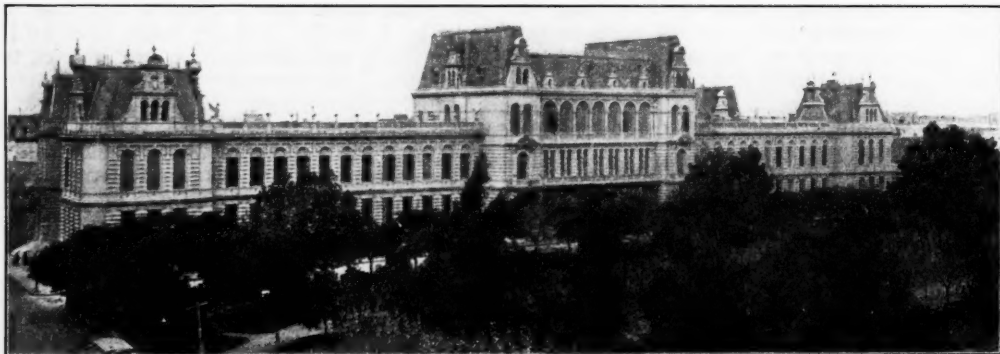
There are to-day among the statesmen of the Argentine Republic several thoughtful educators who realize that they must encourage the ideas that have made our own country great, rather than to the speculations of Europeans. They realize that they and we are laboring for the same ends; that our problems are more or less alike. Accordingly there have come to us in recent years many serious students, for the purpose of making a careful investigation of our social institutions and our methods of administering them. Much good will spring from these visits. Still greater good may be expected to be derived from the clearer knowledge of the principles underlying our common school system. In order to help on the good work a museum is to be established at Buenos Ayres, exhibiting complete evidences of our educational achievements. Mr. Ernesto Nelson is now in this country as the special commissioner to collect such material. Every school system should take pride in helping him.

Here is pointed out a way, more effective than peace congresses, for spreading abroad a better understanding between nations; a way for promoting Pan-Americanism that will live, and living will make this world brighter and more harmonious.

A schoolmaster laid the foundation of the Argentine Republic. Teachers from our own country helped him, and others followed to carry on the good work, so that Mrs. Bischoff, who recently returned from Argentina, could say that "the standard of education in Argentina is just as high as that in the United States." Mrs. Bischoff had been a teacher under Dr. Harris, and a supervisor in the St. Louis school system. She went to Argentina in 1883, and was for more than twenty years principal of the largest normal school in the country. To men and women of her spirit is due the conversion of the people of Argentina to the belief that our country stands for better things than the mere accumulation of wealth, and that these are worth studying.

Our experiences may be turned to the benefit of our sister republics. By aiding Mr. Nelson to bring together a really significant exhibit of our various educational enterprises, we can still further promote the good feeling that now exists.

Having learned from Europe, the Latin republics are still too largely confined to the humanistic elements in school work. It is especially desirable, therefore, that the industrial phases of our school work, and the co-operative efforts along other lines of social endeavor should be emphasized in these exhibits. Any one wishing to communicate with Mr. Nelson may address him in care of Manhattan Storage & Warehouse, Forty-second Street and Lexington Avenue, New York City. Exhibits may be sent to the same place.



Hall of the National Council of Education of the Argentine Republic. Here the proposed Educational Exhibit of the United States is to be housed.

Educational Progress in Boston.

For many years the course of study in the High Schools of Boston has been entirely elective. During this present year this freedom of electives has been considerably modified. Under the new course of study a diploma is awarded to pupils who have won seventy-six points. The amount of work represented by one period a week for one year in any study counts as one point towards winning a diploma. The points offered for a diploma must include six points in physical training; one point in hygiene; three points in choral practice; at least thirteen points in English; at least seven points in one foreign language or in phonography and typewriting; at least four points in mathematics or in bookkeeping; at least three points in history; at least three points in science; not more than fifteen points for drawing. Household science and arts, manual training, and music combined are allowed to count towards a diploma.

Boston maintains seven special classes for mentally defective children. This year there has been appointed an official called the medical inspector of special classes, who gives attention to the examination of backward children for the purpose of determining whether they may be more properly assigned to the special classes. The number of children in a special class is limited to fifteen. The course of study in these classes is very materially modified, and includes a very large element of manual training.

The departments of drawing and manual training in the Boston public schools have been maintained for many years as separate departments. Beginning with last September, they were combined into one department under the directorship of Mr. Walter Sargent, who was for many years Director of Manual Arts in the State of Massachusetts. Mr. Frank M. Leavitt, formerly principal of the Manual Training Schools, has become assistant director of the department of drawing and manual training.

Last September the Boston School Committee passed regulations providing for the establishment of disciplinary classes, in which the attempt will be made to take care of boys who would otherwise need to be sent to the school for truants known as the Parental School. One such class has been established, and it has met with very great success. It has been placed in charge of a very superior teacher and all the boys assigned thereto have been doing excellent work. These classes will undoubtedly be increased in number as the needs demand.

The method of appointing substitutes in the Boston public schools has been radically revised during the present school year. Hitherto the principals of schools have found their own substitutes. This necessitated a good deal of absence from their regular work. Under the new system the appointment of substitutes is placed in charge of a supervisor who has a central office connected by telephone with all the districts. When a teacher is absent, notice is sent at once to the Supervisor of Substitutes and a suitable substitute is sent to the school in question. During school hours this supervisor visits these substitutes, rendering them all possible assistance.

Next September, the Boston Normal School will, for the first time in its existence, be placed in a suitable building. The Normal-Latin School group of buildings is just being completed at an expenditure of nearly a million dollars. This group will house the Normal School, the Girls' Latin School, and the High School of Commerce.

The Board of Superintendents of the Boston public schools have recommended the establishment of a Girls' High School of Practical Arts to

be opened in September, 1907. The success of the High School of Commerce, established last fall for boys, has increased the belief that similar provision should be made for girls and the recommendation of this High School of Practical Arts is the result.

From 1818 to 1906 the Boston schools have been organized into primary and grammar schools; the primary schools including the first three grades; and the grammar schools the six other grades. Promotion from the primary to the grammar schools was made by the Board of Superintendents; and teachers could not be transferred from one of these schools to the other without special permission in each case being granted by the School Committee. Under the new administration which went into effect January 1, 1906, these distinctions have been discontinued; and the elementary schools have been organized into one group running from the first thru to the eighth grade. This reorganization will very materially improve the efficiency of the schools.

Boston has recently adopted a new system of high school organization whereby in each school there will be six heads of departments. Hitherto all teachers in high schools were of equal rank. The maximum annual salary of the man who becomes head of a department will be \$3,204.

Boston has for many years had nine grades instead of eight in the elementary schools. Last September the School Committee voted to reduce the number of grades to eight. The Board of Superintendents has, during the year, prepared a revision of the course of study, and the schools are now in process of being changed from the nine to the eight grade basis.

During the last school year Boston has established a system of leaves of absence on half pay for teachers who desire to study and travel. Any teacher who has completed seven years of service in the public schools of Boston may, on the recommendation of the Superintendent, be granted leave of absence on half pay for a period not exceeding one year. During this year the teacher must make such reports as the Superintendent may require. A teacher taking this leave of absence shall file with the Secretary of the Board an agreement in writing; binding the teacher to remain in the service of the Board for three years after the expiration of such leave of absence, or, in case of resignation within said three years, to refund to the Board such proportion of the amount paid him for the time included in the leave of absence, as the unexpired portion of said three years may bear to the entire three years. The provisions of this agreement shall not apply to resignation on account of ill health; with the consent of the Board, nor to resignation at the request of the Board. After twenty-one years of service in the public schools of this city; a similar leave of absence, not exceeding one year on half pay, may be granted for the purpose of rest. This regulation has been in operation since September 1, 1906, and many teachers have already taken advantage of its liberal provisions.

Boston has adopted a merit system of appointment of teachers. All persons desiring employment in the public schools of the city of Boston must be examined by the Board of Superintendents, and those who obtain certificates are rated by the Board of Superintendents in the order of their merit. Appointments are limited to the highest three on the proper eligible list. Forty per cent. of the rating is determined by the length, character, and quality of the teaching experience, and sixty per cent. is based upon the scholastic attainments as shown by the examination. This system has completely removed political influence in the question of appointments.

Educational Meetings.

May 7-10—Joint Convention of Eastern Art Association, Eastern Manual Training Association, Western Drawing and Manual Training Association, Cleveland, Ohio.

May 10—Eastern Connecticut Teachers' Association, Norwich, Conn.

May 24—New England Association of School Superintendents, Boston Latin School, Boston.

June 18, 19, 20—Kentucky Educational Association, Winchester.

June 24-26—South Carolina State Teachers' Association, Chick Springs.

July 1-3—Oregon State Teachers' Association, Western Division, Salem. Miss Aphia L. Dimick, president.

July 1, 2, 3—American Institution of Instruction, Montreal.

July 2, 3, 4—Pennsylvania State Educational Association, Greensburg. Supt. R. B. Teitrick, president, Brookville, Pa.

July 9-12—National Educational Association, Los Angeles, Cal.

October 17-19—Vermont State Teachers' Association, Burlington, Vt.

October 17-19—Northwestern Iowa Teachers' Association Cedar Rapids, Iowa.

December 31-January 1, 2, 3, '08—Colorado State Teachers' Association.

Summer Schools.

April 1-June 22—Spring Quarter, Chicago Institute of Social Science. Address Chicago Commons, 180 Grand Avenue, Chicago.

April 22-June 14—Spring term, Wayne Normal School, Wayne, Neb. Address J. M. Pile, president, Wayne, Neb.

May 14-August 6—Summer School, Valparaiso University, Valparaiso, Ind. Address H. B. Brown, president.

May 21-July 18—Summer School, Ohio Northern University, Ada, Ohio. Address A. E. Smith, D.D., Ph. D., president, Ada, O.

June and July—Summer Courses, Massachusetts Institute of Technology. Address Secretary of the Institute for dates and particulars of courses.

June 1-October 1—Summer School of the Art Students' League, Woodstock, N. Y. Address Art Students' League, 215 West Fifty-seventh Street, New York.

June 3-28—Summer School, Virginia Normal and Industrial Institute, Petersburg Va. Address C. J. Daniel, secretary, Petersburg, Va.

June 3-September 21—Summer School of the Art Students' League of New York, 215 West Fifty-seventh Street, New York City.

June 3-September 28—Summer Session, New York School of Industrial Art. Address 343 West Forty-seventh Street, New York City.

June 10-July 19—Summer School, State College of Kentucky, Lexington, Ky. Address J. K. Patterson, Ph.D., LL.D., F. S. A., Lexington, Ky.

June 11-July 9—Summer School, Mississippi Industrial Institute and College, Columbus, Miss. Address A. A. Kincannon, Columbus, Miss.

June 11-August 2—Summer School, Western Normal College, Shenandoah, Iowa. Address J. M. Hussey, president, Shenandoah, Iowa.

June 12-July 23—Summer School, University of Alabama, University, Ala. Address J. W. Abercrombie, president, University, Ala.

June 12-August 7—Summer Session, Peabody College for Teachers, University of Nashville, Nashville, Tenn. Address J. M. Bass, secretary, Nashville, Tenn.

June 15-August 31—Summer Quarter, University of Chicago, Chicago, Ill. Address University of Chicago.

June 15-July 27—Summer Term, Iowa State Normal School, Cedar Falls, Iowa. Address H. H. Seerley, president, Cedar Falls, Iowa.

June 17-August 9—Summer Term, Wayne Normal School, Wayne, Neb. Address J. M. Pile, president, Wayne, Neb.

June 17-August 3—Summer School, Drake University, Des Moines, Iowa. Address W. F. Ban, Dean of Normal School.

June 17-July 27—Summer Session, State University of Iowa, Iowa City, Ia. Address G. E. MacLean, president.

June 17-August 19—Special Summer Term, Ohio Northern University, Ada, Ohio. Address A. E. Smith, D.D., Ph.D., president, Ada, Ohio.

June 17-July 26—Summer Term, Morningside College, Sioux City, Iowa. Address W. S. Lewis, president.

June 17-July 26—Intercollegiate Summer School, University of Nebraska and Nebraska Wesleyan University. Address Registrar, University of Nebraska, Lincoln, Neb.

June 17-August 12—Summer Session York College, York, Neb. Address W. E. Schell, president, York, Neb.

June 17-July 27—Summer Term, University of North Carolina, Chapel Hill, N. C. Address F. P. Venable, president, Chapel Hill, N. C.

June 17-July 27—Summer School, University of Colorado, Boulder, Colorado. Address Secretary.

June 18-August 13—Summer School, Highland Park College, Des Moines, Iowa. Address O. H. Longwell, president.

June 18-August 4—Summer School, Lincoln Institute, Lincoln City, Mo. Address B. F. Allen, president, Lincoln City, Mo.

June 19-July 31—Summer School, University of Virginia, Charlottesville, Va. Address Secretary, Charlottesville, Va.

June 20-August 28—European Summer School. Address Bureau of University Travel, Trinity Place, Boston, Mass.

June 24-August 3—Summer Session, University of California, Berkeley, Ca. Address Recorder of the Faculties.

June 24-August 2—Summer Term, Western State Normal School, Kalamazoo, Mich. Address D. B. Waldo, principal.

June 24-August 3—Summer School, West Virginia University, Morgantown, W. Va. Address Waitman Barbe.

June 24-August 2—Summer School, Denver Normal and Preparatory School, Denver, Col.

June 24-August 2—Summer Session, University of Michigan, Ann Arbor, Mich. Address J. R. Efinger.

June 24-August 2—Summer School, Ohio University, Athens, Ohio. Address H. G. Williams, dean of Normal College.

June 25-August 2—Summer School, University of Tennessee, Knoxville, Tenn. Address P. P. Claxton, superintendent.

June 25-August 2—Summer Session, State Normal School, San Jose, Cal. Address M. E. Dailey, president.

July 1-October 31—Summer Courses for Foreign Students, University of Dijon, Dijon, France. Address Ch. Lambert, 10 Rue Berbissey, Dijon.

July 1-August 23—Summer Session, Fisk University, Nashville, Tenn. Address B. R. Parmenter, principal of Summer Session.

July 1-August 3—Summer Term, University of Maine, Orono, Maine. Address J. S. Stevens, dean.

July 1-19—Summer School, New York University, New York City. Address J. E. Lough, Ph.D., director of Summer School, Washington Square, New York City.

July 1-26—Summer Session, Interstate Normal, Norfolk, Va. Address R. A. Dobie, 25 William Street, Norfolk, Va.

July 1-August 2—Summer School, University of Georgia, Athens, Ga. Address David C. Barrow, chancellor.

July 1-August 9—Summer Session, Oshkosh State Normal School, Oshkosh, Wis. Address B. Mack Dresden, 229 New York Avenue, Oshkosh, Wis.

July 1-August 3—Summer School of Manual Training and Domestic Economy, Bradley Polytechnic Institute, Peoria, Ill. Address T. C. Burgess.

July 1-August 9—Summer School at University Heights, New York University, New York City. Address Secretary.

July 2-August 9—Summer Courses, Harvard University, Cambridge, Mass. Address Secretary of the Faculty, 20 University Hall, Cambridge, Mass.

July 3-27—Summer School, Connecticut Agricultural College, Storrs, Conn. Address R. W. Stimson, president.

July 4-August 14—Summer Session, Cornell University, Ithaca, N. Y. Address D. F. Hoy, registrar.

July 5-August 16—Summer School, Yale University, New Haven, Conn. Address Director of Summer School, 135 Elm Street, New Haven.

July 5-August 16—Summer School, Syracuse University, Syracuse, N. Y. Address C. W. Hargitt.

July 7-August 17—Summer School, Chautauqua Institute, Chautauqua, N. Y.

July 8-August 19—Summer School, Whitewater Normal School, Whitewater, Wis. Address A. A. Upham.

July 8-August 17—Summer School, University of Pennsylvania, Philadelphia, Pa. Address Dr. A. H. Quinn.

July 8-27—Augsburg Summer School of Drawing, Chicago, Ill. Address E. S. Smith, 228 Wabash Avenue, Chicago, Ill.

July 9-August 17—The summer session of the Columbia University will be held in New York City. For particulars address the secretary, Columbia University, New York, N. Y.

July 15-August 24—Summer School, New Jersey Training School for Feeble-Minded Girls and Boys, Vineland, N. J. Address Secretary.

July 22-August 24—Summer session, Stout Training Schools, Menomonie, Wis. Address L. D. Harvey, superintendent.

August 5-24, and September 2-21—Cours de Vacances de Lycée de Jeunes Filles de Versailles, Versailles, France.

The World We Live In.

A weekly department of significant general news notes, conducted by C. S. Griffin, editor of *Our Times*, a model weekly newspaper which is used by many schools for the study of weekly events.

Emperor Nicholas, of Russia, received M. Golovin, president of the Duma, on April 23. His Majesty congratulated M. Golovin upon his successful guidance of the legislative work of the Duma.

The action of the Illinois Senate in passing a measure which would raise the school age from fourteen to sixteen years should meet with the hearty approval of all public spirited men and women. The law is not aimed at those boys and girls whose aid in family support is needed as early as possible, but at those boys who, when they have passed their fourteenth birthday leave the school, and instead of going to work begin a course of street loafing which only too frequently is merely a preparatory course to a career of crime.

Prince Eitel Frederick, Emperor William's second son, was thrown from his horse during a cavalry drill near Potsdam, on April 24. The horse took fright and threw back its head, striking the Prince in the face and knocking him unconscious from the saddle. He was not seriously injured.

Emperor William has ordered that all the field guns, gun carriages, and ammunition wagons of the German artillery be painted a dull gray. The change is based upon the experiences of the Russo-Japanese War.

The Stromboli volcano, Sicily, was in eruption, April 24. There was a series of loud explosions and an enormous quantity of incandescent stones was thrown out of the crater.

William Dudley Foulke, of New York; formerly chairman of the National Civil Service Reform League, is in St. Petersburg, studying the methods of the Russian Parliament.

Traffic conditions on the Canadian Northern Railway are reported to be in very bad shape. The terrific blizzards which swept over Western Canada during the first week in April tied up from 1,200 to 1,500 cars. Most of these cars were loaded with immigrants, who had to endure a great deal of suffering.

The Thomas Jefferson Memorial Association of the United States has published a letter from ex-President Cleveland, approving the plan for a reunion of the descendants of the signers of the Declaration of Independence at the Jamestown Exposition. Mr. Cleveland says: "Such a reunion should certainly have a tendency to stimulate patriotic sentiment and arouse among those who are within its influence a better appreciation of the initial efforts of the fathers of the republic to establish a new nation and impress upon it the best ideals of a free government."

The Chinese Famine Relief Committee is receiving grain daily. The Committee is feeding 400,000 and will continue to do so until June. About 30,000 men have been provided with work.

The French Minister of Labor has ordered that all mines must be supplied with a certain number of breathing machines. Also that specially trained rescue gangs be in attendance in case of accident.

The Governor of Florida has a project for saving and using some six or seven million acres of waste land, which until now have been given over to reptiles and wild beasts. Certain capitalists of Florida have undertaken the task. The famous Everglades are being drained. Thousands of acres

which have been almost impassable swamps; are to be brought under cultivation. This will mean throwing open to cultivation an area twice as large as the State of Connecticut. As a result, Florida is likely to become one of the richest and most important States in the Union.

Dr. Herbert S. Jennings, a professor in Johns Hopkins University, has made experiments in training starfish to turn somersaults and do other queer tricks. It was found that twelve lessons sufficed to teach the starfish what to do so long as the experimenter was near, but in his absence the fish refused to make use of the acquired habits.

The New York, New Haven & Hartford Railroad Company has been testing the company's new overhead electric system. The trials are said to show that trains thus operated will be capable of a speed of one hundred miles an hour with safety.

Telegrams are said to pour in upon the Czar; urging him to dissolve the Duma.

Mrs. William Starling Burgess, of Boston; is one of the few women in the United States who has the distinction of having obtained a regular pilot's license.

The Peace Conference.

The first National Arbitration and Peace Conference held its opening session in Carnegie Hall on April 15. A letter from President Roosevelt was read, urging peace but not at any price, only with righteousness. Mr. Andrew Carnegie, in his address, said that the two things were inseparable. He asked the audience to imagine the state of mind of a man who held otherwise. Mayor McClellan; Secretary Root; and Governor Hughes also made addresses.

Manchuria Again in China's Control.

Russian and Japanese troops have now completely evacuated Manchuria, in accordance with the terms of the Treaty of Portsmouth. They retain only a certain number of railway guards. Ever since Mukden was handed over to the Chinese, the Japanese have gradually been quitting Manchuria. As they left a place, the Chinese local authorities stepped in and took charge of it. China intends to keep a considerable force of disciplined Chinese troops in the three Manchurian provinces. Special powers will be given Hsu-Shih-Chang, president of the Board of Public Safety, and Grand Councilor. He has been elected to be the first Viceroy of Manchuria.

Fire at Toulon.

For the sixth time within a few months; the port of Toulon was visited by fire, on April 23. Five large arsenal buildings were completely destroyed. The submarine depot, the torpedo workshops, and the torpedo school were badly damaged. The sentry on duty at the arsenal noticed the glare of flames in a storeroom shortly after midnight. He at once gave the alarm. Soldiers, men from the warships in port, and arsenal employes turned out to fight the fire. The flames spread rapidly. The buildings contained very inflammable materials, to be used for cleaning machinery—60,000 pounds of oakum; 5,000 sponges, enormous quantities of ballast baskets; hampers; sailcloth, turpentine, and linseed oil.

It is believed that the Arsenal was set on fire. The damage is estimated at \$900,000.

Earthquake Shocks in Spain.

On April 17, severe earthquake shocks were felt at Tortosa and Murcia, Spain. Many buildings were seriously injured.

Tortosa is a fortified town twenty-two miles from the mouth of the river Ebro. It is built on terraces and has a fine cathedral. Murcia lies in a beautiful valley about thirty miles from Cartagena. It is the capital of the province of that name. It has several colleges, extensive manufactories, and a fine cathedral.

Chinese Envoy Recalled.

Sir Chentung Liang-Cheng, the Chinese Minister at Washington, is to return to Peking. He will be succeeded by Liang Tun-Yen, who is a citizen of Canton and a graduate of Yale University.

March to Westminster.

Several thousand skilled workmen were lately discharged from Woolwich Arsenal as a result of Secretary Haldane's scheme for reducing military expenses. On April 22, they formed a procession and marched with bands and banners to the House of Commons to impress their grievances upon the Government. They were joined by many printers and other tradesmen, laborers, and other citizens, and by a strong body of workers from the army clothing factory at Pimlico. Some of the discharged men had been employed at the Arsenal for thirty years.

The procession was perfectly orderly. It stopped at St. George's Circle, one mile from the Houses of Parliament. From there a deputation of picked men was sent on to lay the grievances before Premier Campbell-Bannerman. The Premier received the deputation in a private room and listened sympathetically to what the men had to say. In reply he assured them of the Government's anxiety and wished that the unavoidable discharges should inflict as little hardship as possible. Mr. Haldane then explained the necessity for reducing military expenditures.

Schools for Aeronauts.

A new Aeronautic School is to be established at Chemnitz, Saxony, on May 1. Paul Spiegel is to be the director. Herr Spiegel has made six thousand ascents and has delivered many lectures on ballooning. France has had a school of ballooning in operation for about one hundred years. The instruction in ballooning is usually given by clubs; of which there are four in Paris and five elsewhere.

The French Government has two schools. Young men who become proficient in handling balloons and who pass an examination may, when drawn for military service, enter the *aerostiers*, which is part of a regiment of engineers.

Active Volcano in Chile.

Two strong earthquake shocks were felt at Santiago, Chile, on April 21. The Puyehue volcano is in full eruption. Ashes and lava have been falling for a distance of one hundred and fifty miles from the volcano. Many cattle have been killed and many farms have been destroyed.

Secretary Taft Home Again.

Secretary Taft and his party reached Washington on the *Mayflower*, on April 22, after a trip to the Isthmus of Panama, Cuba, and Porto Rico.

The Secretary stated that he found matters in Cuba, considering the circumstances, in a very satisfactory condition. There was every reason to hope that the plan adopted for a census, followed by an election six months later, would result in the choice of a president and congress who would be able to give stable rule to the island.

Explosion in Chihuahua.

A frightful explosion shook the city of Chihuahua, Mexico, on April 20. The people were terrified by what they thought was an earthquake. It proved to be an explosion in La Sultana, a large fireworks factory, which was entirely destroyed. The loss was estimated at \$200,000.

Paper Clothes.

According to a report by Carl Bailey Hurst, Consul at Plauen, Saxony, it is possible that before many years we shall be wearing clothing made of paper, using paper rugs and carpets, enjoying paper slippers and shoes, and making sails of paper canvas. The manufacture of paper "yarns" has progressed so far that many careful housewives last year bought paper towels under the impression that they were getting bargains in linen, the articles selling at wholesale for twenty-four cents a dozen, medium size. Enough "paper" cloth can be bought for one dollar to make a three-piece suit.

The Bureau of Manufactures has been making inquiries about this new branch of industry, of the Consuls of Saxony.

Consul Hurst says that the article which is called Xyiolin was invented by Herr Claveiz, of Saxony, after many and long experiments. The processes are now patented in all civilized countries.

Xyiolin may be woven into any desirable fabric. It is primarily a thread or yarn, and is employed exclusively in weaving. The thread is not brittle neither is it hard. It does not shrink or stretch to any great extent. Rugs and carpets of it, woven like ingrain carpets, are being imported into the United States. The processes are secret. No information is given concerning them.

Round the World in a Sailboat.

Jack London, the author, sailed from San Francisco, on April 23 on his sailboat *Shark*, for a six years' cruise around the world. The vessel is forty-five feet long. Mr. London is accompanied by his wife, Herbert Stoltz, a Leland Stanford graduate and athlete, a captain, a cook, and a Japanese cabin boy.

Busy Days at Norfolk.

Norfolk and all the towns in its neighborhood have been busily arranging for the great problem of transportation to the Jamestown Tercentennial Exposition grounds. Visitors coming by boat will be landed directly at the Exposition grounds. In addition to street car lines, arrangements have been made on the new Tidewater Railroad to run trains directly to the main gate. In grouping the buildings, most pleasing effects have been obtained. The auditorium and convention hall is the centerpiece. It faces the great government pier. On one wing is the history and art building. On the other is the education and social economy building. In front of the auditorium there is a large lagoon, into which will spout the waters of a dozen fountains. Other buildings extend to the right and left.

The electrical display is expected to be one of the most attractive features, and the War Path will be a drawing card. Even before the holding of the Exposition was assured, the promoters began improvements of a permanent character. Two years ago an old apple orchard was transplanted to the grounds. The trees are now covered with pink and white blossoms. Buildings erected by the States were placed on lots bought by the several States. All of the State buildings face Hampton Roads, one of the finest views imaginable. Sea-going vessels are constantly passing. The boardwalk stretches along the entire front of the Exposition reservation, a distance of more than two miles.

Immigration Commissioners to Tour Europe.

An Immigration Commission was formed in Washington on April 22. Senator Dillingham was made chairman. Three secretaries were elected, one with a salary of \$3,500 a year, and the other two with salaries of \$3,000 each. The resolution creating the commission specified that the members should have as much money as they need. The cash comes out of the immigration fund of \$2,500,000. Six of the nine members, accompanied by their wives or other members of their families, expect soon to sail for Europe. They will visit nearly every country of Europe and every important port from which emigrants embark for America. Upon their return the Commissioners will make a report to Congress on their investigations.

Rockefeller Board Gives \$625,000 More.

At a meeting of the General Education Board on March 26, \$625,000 was subscribed conditionally to five educational institutions from funds contributed to the Board by John D. Rockefeller.

The gifts include \$300,000 for Yale University provided it raise a sum of \$2,000,000; \$200,000 for Princeton provided it raise a sum of \$2,000,000; \$50,000 for Bowdoin College toward a fund of \$250,000 which the institution is to raise; \$50,000 for Colorado College, Colorado Springs, Col., toward a fund of \$500,000; and \$25,000 for Millsaps College, Jackson, Miss., toward a fund of \$100,000 which that college expects to raise.

Since its organization, the Board has contributed over \$280,000 to schools for colored people.

Guano Claims Settled at Last.

On April 20, the Government of Peru issued a decree providing for the payment to the United States Guano Company of \$7,385,440 in bonds of the public debt on the delivery by the company of 3,600 certificates, each for \$1,000 gold. This transaction settles all claims of the company against the Government.

President off for Jamestown.

President Roosevelt, with members of his family and friends, left the Washington Navy Yard on Thursday afternoon, April 25, on the yacht *Mayflower*, for Jamestown. A large crowd assembled to see the party depart. As the President ascended the gangplank, the band aboard the vessel played The Star Spangled Banner, and the President's flag was hoisted to the foremast. A salute of twenty-one guns announced the President's departure.

Causes of Accidents.

According to a bulletin issued by the State Commissioner, there never were so many broken rails removed from the tracks of the railroads of New York State in the same time as during the first three months of 1907. Between January 1 and March 31, there was a total of 3,014 breakages on the principal steam lines. The American Railway Association, now in convention in Chicago, has been requested to discuss the matter, with a view to discovering whether this alarming number of breakages is due to the method of manufacture or to the metal composition.

Punch Bowl for Sir Percy.

Sir Percy Sanderson, the retiring British Consul General to New York, was guest of honor at the annual dinner of the St. George's Society on April 23. It was St. George's Day. All the members wore red roses, not only in honor of England; but also of Ambassador Bryce, who was present. Mr. Bryce's first cabinet appointment was as Chancellor of the Duchy of Lancaster; whose emblem since the Wars

of the Roses has been the red rose. A large punch bowl was presented to Sir Percy by the Society. It was engraved with a wolf's head, his family crest, around which was placed a collar, the heraldic symbol of a peer. Sir Percy's brother, for many years Permanent Under Secretary for Foreign Affairs in England has lately been made a peer.

Serious Strike Among Canadian Miners.

Officials of the Canadian Pacific Railway admit that, owing to the miners' strike, they are facing a serious situation. Nearly all the mines in eastern British Columbia and Alberta, are closed. The Winnipeg Board of Trade advises the bringing in of cheap Chinese labor.

Secretary Taft Urges Patience.

Secretary Taft and his party arrived in Ponce, P. R., on April 16. The city gave a dinner that night in honor of Mr. Taft. The speech of welcome was delivered by Auguste Gautien, president of the city council. Herminio Diaz, member of the Executive Council, made a passionate plea that American citizenship be granted to Porto Ricans.

Secretary Taft made a vigorous reply in which he assured the Porto Ricans of the friendship of the United States and urged upon them the necessity for patience.

Arbor Day Proclamation.

President Roosevelt has issued a proclamation to the school children of the United States. It contains an appeal to them to observe Arbor Day in a thoughtful spirit, with the purpose of preserving the forests for future generations. This is the President's appeal:

TO THE SCHOOL CHILDREN OF THE UNITED STATES:

Arbor Day (which means simply "tree day") is now observed in every State in our Union, and mainly in the schools. At various times from January to December, but chiefly in this month of April, you give a day or part of a day to special exercises and perhaps to actual tree planting in recognition of the importance of trees to the United States as a nation, and of what they yield in adornment, comfort, and useful products to the communities in which you live.

It is well that you should celebrate your Arbor Day thoughtfully, for within your lifetime the nation's need of trees will become serious. We of an older generation can get along with what we have, tho with growing hardship, but in your full manhood you will want what nature once so bountifully supplied, and man so thoughtlessly destroyed, and because of that want you will reproach us, not for what we have used, but for what we have wasted.

For the nation, as for the man or woman or boy or girl the road to success is the right use of what we have and the improvement of opportunity. If you should neglect to prepare yourselves for the duties and responsibilities which will fall upon you later, if you do not learn the things which you will need to know when your school days are over, you will suffer the consequences. So any nation in which its youth lives only for the day, reaps without sowing, and consumes without husbanding, must expect the penalty of the prodigal whose labor could with difficulty find him the bare means of life.

A people without children would face a hopeless future. A country without trees is almost as hopeless. Forests which are so used that they cannot renew themselves will soon vanish, and with them all of their benefits. A true forest is not merely a storehouse full of wood, but, as it were, a factory of wood, and at the same time a reservoir of water. When you help to preserve our forests or to plant new ones you are acting the part of good citizens. The value of forestry deserves, therefore, to be taught in the schools, which aim to make good citizens of you. If your Arbor Day exercises help you to realize what benefits each one of you receives from the forests and know by your assistance these benefits may continue, they will serve a good end.

THEODORE ROOSEVELT.

Extracts from the Diary of a Principal.

By ELIZABETH FERGUSON SEAT, Norwood, Cincinnati, Ohio.

September 26—School has been in session a week to-day. The lower primaries have learned to rise when the bell taps, and to make a few of the letters of the alphabet.

September 27—Mrs. Dr. Ellis came in this morning greatly agitated; she is distinctly displeased; she says her little Clarence is learning absolutely nothing. We are to keep him in at recess and after school, if necessary. He must be made to learn. We will do our best, and since she approves of strict methods, we shall probably have little trouble with him.

September 28—We are troubled to know what to do with Clifford St. Clair; he is the most restless child that we have ever had in the school; his legs, arms, feet, hands are constantly in motion and he seems to have no conception of the meaning of order.

The Burtons telephoned that Mary Catherine must not be excited over her arithmetic; those problems which she does not understand must not be insisted upon. Health must come before everything else.

September 29—Dr. Craigie entered his three daughters to-day,—for one week. If they should not be happy with us, they will not remain. He says that much depends upon how the children like the teachers. I have asked the teachers to be as pleasant as possible until the little girls begin to feel at home.

The Carrolls telephoned early this morning that they have inquired at all the seed-stores in the city for the banana seeds which Rosalie requires for her nature study; would I please name the store where they could be obtained? I never heard that bananas had seeds; I remember asking the little ones to watch the seed pods upon the weeds and flowers, and to bring a few for specimens. The Carrolls seemed offended that I could not recall telling Rosalie to bring banana seeds.

October 4—Mrs. Dr. Ellis came in this morning more agitated than before; she was really angry. She says that we are not allowed to keep Clarence in at recess or after school another day; it is making the child unhappy, and discriminating between him and the other children who are not kept in. She also says that if he doesn't learn something very soon, he will be withdrawn from my school.

October 6—Clifford St. Clair's mother wrote to request that he be excused from calisthenics, which we have for fifteen minutes twice a week, because he is to enter dancing school for Saturday mornings, and too much exercise will unduly excite his nerves, which are weak.

Mrs. Morgan telephoned to say that she didn't think that Angela was doing well in her studies, and would I direct my teachers to pay her individual attention.

Mary Catherine Burton spilled ink upon her new blue gingham dress. The maid tried to remove the stain with milk, but was unsuccessful. Of course the child was greatly agitated and went home with tear stains on her cheeks. Her mother telephoned in half an hour to inquire how it happened and to ask me to inquire of some chemist for a remedy for the stain and let her know at once.

October 7—Dr. Craigie telephoned that the week had expired and the children would remain in school, unless they should become suddenly unhappy. They are asked at home each day if they are sure that they are not unhappy. The youngest cried for an hour to-day because she had left her

lunch box at home. I ventured to ask her if she was unhappy, but she said "No!" Force of habit, I suppose, and I did not press the question.

October 10—Mrs. Gordon telephoned that Elizabeth was to be excused from drawing because she had a cold.

Mrs. Burton telephoned that she did not like my method of teaching arithmetic. Mary Catherine must bring her problems home and have them explained.

Clifford St. Clair's mother called to say that so much home-work was simply ruining her son! He must, upon no account, again bring his reading and spelling home. She said also that our geography was the most preposterous thing for a nine-year-old boy that she had ever seen. Even she did not know what the questions and text meant. After an hour of studying with him, she had not found the answers.

October 11—Dr. Craigie called this morning; he had decided to take his family south for the winter, and wished the tuition of his children refunded. They would probably have a governess upon their return.

October 12—The father of Nellie Adams, a girl in the intermediate department of the school, came in this morning to direct that his child abandon the study of arithmetic altogether; she could re-enter the class in mathematics in two years, when it would begin algebra, but arithmetic should really be a college study, and no child under sixteen years of age ought to attempt it.

He had just expounded his theory and departed when Angela Morgan's mother called up to say that Angela's handwriting was poor, and would I kindly request the teacher to discontinue the vertical writing in her case, and provide her with an old slanting copy-book. She considered the slanting style more suitable for a girl, and more individual. Angela is just seven years old.

October 13—Mrs. Dr. Ellis telephoned me to send home with Clarence a daily note signed by each teacher stating the stage of his progress. If this could not be done the boy must be withdrawn from the school.

October 20—The Craigies re-entered the school this morning. They decided not to go south after all, and the children missed the school so, that they had resolved to return. He again paid me the tuition.

Two new pupils were entered to-day; sisters, both threatened with nervous prostration. One is ten, the other eight years of age. They are not to be pushed in their studies, and above all, not harassed with any arithmetic. On no account must they be placed in classes with children younger than themselves; it would hurt their self-respect. If there is any trouble about keeping up, that is the teacher's business. She must keep them up.

October 22—Mrs. St. Clair telephoned to say that my method in spelling was the most unnatural that she had ever heard of. The children were not taught to divide the syllables properly. Strict attention must be paid to Clifford's syllables. She also said that Clifford reported that no one ever corrects him about sitting erect. Would I insist upon the teachers reminding him to sit up? The boy's figure is being ruined.

December 1—I have been ill for three days. The doctor ordered a month's vacation, but failing that, the telephone must be removed from the building. With the telephone out, I shall not be in close touch with the patrons. We shall see.

Do Your Caretakers Know How to Dust? If Not Why Not?

The feather duster is doomed. The recruits in the warfare against consumption have taken up arms against it, and like the old oaken bucket so dear to our childhood it is to be known to the next generation only in song and story. A representative of a committee of physicians and others who are fighting against tuberculosis in this State recently said:

"We hear a good deal nowadays about street dust and soft coal as nuisances and as dangerous to the public health, but we are apt to forget that right in our own homes we often have a danger that is perhaps just as great as either of these. Methods of cleaning are still in vogue that have come down to us from the days when the wrath of God was held responsible for a disease that by the ignorance of man was fostered behind closed windows and spread with house-wifely industry by the feather duster. These old-fashioned ways are a real menace to health and so, those mere men who have organized the anti-tuberculosis movement have come out with the following public announcement about sweeping and dusting."

The following rules for dusting may well be copied for every caretaker in your schools:

When you sweep a room raise as little dust as possible, because this dust when breathed irritates the nose and throat and may set up catarrh. Some of the dust breathed in dusty air reaches the lungs, making parts of them black, and hard, and useless.

If the dust in the air you breath contains the germs of consumption—tubercle bacilli—which have come from consumptives spitting on the floors, you run the risk of getting consumption yourself. If

consumptives use proper spit cups and are careful in coughing or sneezing to hold a handkerchief or the hand over the nose and mouth so as not to scatter spittle about in the air, the risk of getting the disease by living in the same rooms is mostly removed.

To prevent making a great dust in sweeping, use moist sawdust on bare floors. When the room is carpeted, moisten a newspaper and tear it into small scraps and scatter upon the carpet when you begin sweeping. As you sweep brush the papers along by the broom and they will catch most of the dust and hold it fast, just as the sawdust does on bare floors. Do not have either the paper or the sawdust dripping wet, only moist.

In dusting a room do not use a feather duster, because this does not remove the dust from the room, but only brushes it into the air so that you breathe it in; or it settles down and then you have to do the work over again.

Use soft, dry cloths to dust with and shake them frequently out of the window, or use slightly moistened cloths and rinse them out in water when you have finished. In this way you get the dust out of the room.

In cleaning rooms you should remember that dust settles upon the floors as well as on the furniture, and is stirred into the air we breathe by walking across the floors. You can easily remove all this dust in rooms which have bare floors, in houses, stores, shops, school-rooms, etc., after the dust has settled, by passing over the floor a mop which has been wrung out so as to be only moist, not dripping wet.

Material Aims: School Education.

By Supt. ROVILLUS R. ROGERS, of Jamestown, N. Y.

[Abstract of Address.]

When schools were chiefly for the children of the prosperous classes, and only an incident in their lives, it was well that the emphasis was placed upon the intellectual and cultural aspects of education; and as schools became more general the sons of farmers and mechanics could safely depend upon home training, supplemented by the apprentice system, for the practical instruction which they needed while the limited period of school life properly belonged to intellectual work. In most communities to-day, however, the majority of homes have opportunity to give very little practical knowledge; the mechanic has become an operative and the son may no longer work by his father's side. The apprentice system is practically abolished. Boys and girls are going out from our grammar schools with no practical knowledge to fit them for usefulness. Even in the country the agricultural conditions have so radically changed that the farmer's son, left to the observation of his father's methods, is likely to get very little of that knowledge of soils, plants, insect pests, and breeds of animals which is necessary for the successful agriculturist. If he is ambitious and seeks an education, the chances are that it is to learn how to get away from the farm, not to learn how to make a better living from it.

The evident need of some supplement to the intellectual work of the schools has led to the introduction of manual training in the city schools, and to a widespread agitation for the introduction of agricultural training in the rural schools. Manual training is serving an excellent purpose, but as now

carried on falls far short of meeting the needs of the boy and girl who must leave school before entering the high school. Manual training in the best equipped high schools is doing much to prepare young men for higher technical courses, and amply justifies its right to a place in the school curriculum.

The advocates of trade schools for the towns and of agricultural instruction for the rural communities make no criticism of the intellectual and cultural sides of education. Let the boy and girl get all they can of art, music, and literature with the broadest possible outlook upon life. They will need it all as solace in the years of labor which await them. Our contention is, rather, that to this shall be added, as opportunities may permit, definite training in trade schools for boys and girls who would otherwise leave school in the early grammar grades, and so give preparation for earning a livelihood, and provide by this added inducement a larger and better education along cultural lines than it is possible to give them under present conditions.

That something is needed to keep the country boys and girls at home, and retain in the rural population more of its best elements, is evident to all observers. Conditions which take boys and girls from the farm are so far social and economic that they cannot be entirely overcome by educational methods, but surely if the rural school was more definitely related to the life of its community, it would better serve its purpose.

It is now generally conceded that it is the business of the State to educate its youth. Changed conditions require changed methods. If enforced education is to justify itself, it must not be limited to the knowledge of books. It must concern itself with those material foundations upon which, after all, all intellectual and spiritual life must rest.

The Necessity of Education for the Development of Efficient Citizens.

By SCOTT NEARING, Secretary of the Child Labor Committee, Philadelphia.

Education may not make a nation but a nation would certainly be ruined without it.

THEODORE ROOSEVELT.

Last year the people of the United States deposited more than \$250,000,000 in the public school system—the chief division of the Child Savings Bank. Why was this? What part does education play in the success or failure of the nation?

Considered in its broadest sense, education is as common as the human race: it exists everywhere. We have no record of any people which has not trained its children to some definite forms of action. The more civilized the race, the more definite the training.

Take, for example, the American Indians. The boys were given as strict a training, and, indeed, a more strict training in certain respects than that of the schoolboy to-day. The Indian boy must be brave, and all sorts of services were resorted to to give him this quality. To provide him with a power of endurance, he was subjected to many artificial hardships. Accuracy was another essential of the Indian code, and boys were carefully trained in shooting and throwing. No Indian's life was complete without the ability to deliberate in council, and to supply this essential, the young men were carefully instructed in statecraft.

While there were no set schools such as we have to-day, a young brave was not considered educated until he possessed these essential features of the Indian education.

In the same way the women were trained to raise the food, if any was raised on the land; to care for the children, to keep the wigwam, and transport it when the Indians moved their camp.

Why was this so? Because these particular factors were necessary to survival in the society of that day and place. The Indian who was not strong, active, and brave, made no warrior, and without warriors a tribe must be exterminated by its neighbors. Hence the training given to the young men.

The squaw who could not grow maize or cook fish was useless in an Indian village, for food the men must have if they were to hunt and fight. When the village moved the braves looked to the approach of the enemy, while the squaws carried the household—had the men burdened themselves with luggage, the whole party might be destroyed at any movement. Hence the women were trained to look after the food, children, and wigwam.

Education exists in countless forms, but in every society, as among the Indians, its character is more or less definitely determined by the essentials to survival in that society. Thus, in the time of King Richard the First, rulers depended, not on the multitude of counselors, but on the mighty men of valor; the demand was for men of brawn—consequently men practiced with the long-sword. In the time of Napoleon the dependence was on long heads rather than on long arms, so men laid aside the sword for a book of tactics, and the armies were led by brain instead of brawn.

In each case men studied or practiced the thing which was considered an essential to survival in the military life of the time, whether this thing or that thing shall be considered an essential depends in large measure on the ideal of the community. Thus the ideal of the Spartans was the warrior, and all of the energies of Sparta were bent to making warriors. To survive in Sparta a man must have a powerful body and great physical endurance.

Living as next door neighbors, the Athenians had an opposite ideal—an ideal of esthetic development. They gloried in artists and statesmen, in sculptors and orators, and no man might be great in Athens who did not mount to these ideals, which became essentials to survival in that community. Thru its ideals, each community fixes its essentials to survival, and insists more or less strictly upon them.

In America, as well as elsewhere, we have developed a definite form of ideal. After many changes we have come to believe in an ideal of education and industry. To succeed in Sparta meant to be a soldier; to succeed in Athens meant to be a painter or a sculptor; to succeed in America means to have a practical knowledge that will add to the material wealth of the community.

Whether or not this is a high ideal is aside from the question. As an ideal it has been accepted and asserted by the whole people, and it is now essential that we raise our standards higher and higher to meet that ideal. We have challenged the whole world to a mighty contest in which we are attempting to enlighten the world thru knowledge, and to capture the markets of the world thru industry.

If this end is to be successfully attained, we require the best farmers, miners, manufacturers, transporters, not only as masters, but as men. It is not enough to have an efficient directing force; there must be in addition an efficient force to carry out directions. It is largely to such an efficient "carrying out" force that America owes her industrial supremacy.

In former years a mechanic was trained up as an apprentice to the trade, and he grew up in the work. Now, however, our method of producing does not afford such a training. Modern machine production furnishes, to the greater part of the workers, neither development nor skill.

A thoro investigation was recently made in Massachusetts by a Commission on Industrial and Technical Training.* In their report they treat the question of skill as follows:

"The Commission was told at almost every hearing that in many industries the process of manufacture and construction was made more difficult and more expensive by a lack of skilled workmen. This lack is not chiefly a want of manual dexterity, tho such a want is common, but a want of what may be called *industrial intelligence*. By this is meant mental power to see beyond the task which occupies the hands for the moment to the operations which have preceded and to those that will follow it—power to take in the whole process, knowledge of materials, ideas of cost, ideas of organization, business sense, and a conscience which recognizes obligations. Such intelligence is always discontented, not with its conditions, but with its own limitations, and is wise enough to see that the more it has to give, the more it will receive."

There is but one essential to the average factory hand—speed. To be sure, the man with skill is in all ways a more desirable man than the man without skill, but skill is not a part of the training of a worker in the modern factory. No one learns a trade in a mill. The subdivision of labor is so minute that the child who enters the trade knows no part of the manufacturing process except that with which he is directly concerned.

*Report of the Massachusetts Commission on Industrial and Technical Training, April, 1906. Page 4.

A girl of fourteen, sitting on the floor of a big dark room in a paper-box factory, and turning in the edges of eight thousand paper box covers a day, is hardly in a position to learn the trade of paper boxes. In fact, there is not a trade of making paper boxes—but rather a number of processes, each of which is performed by a “speeded-up” girl working to the highest pitch of nerve strain, constantly on the verge of nervous exhaustion.

A boy in a woolen mill, walking back and forth before a spinning “frame,” and keeping his eyes constantly fixed on two hundred and fifty threads and whirling spindles, to see that none break or stop, such a boy does not learn cloth making, or become a weaver, any more than the boy who sits on the machine in a finishing plant, and guides the cloth with his hands, in order to be sure that it does not run off the rollers, is learning how to finish cloth.

A boy who heats ten thousand rivets a day, and throws them to the “header” where the heads are formed, knows little about the structural iron work of which the rivets go to form a part.

These children are a part of the mechanism of modern industry—a part of our Industrial Machine. They work and wear out, and, like the machine, they do not learn anything except the performance of the one operation which falls to their lot. Such a system produces “common labor,” and common labor is already a drug on the market.

The great influx of foreigners in the last thirty years, and the Industrial Machine which has engulfed the American children before they were educated, or had ever learned to read and write—these factors are responsible for the presence of such a large amount of unskilled labor in our midst.

The shortage in the supply of skilled labor has resulted in our placing a premium on skill, and looking constantly for the man who can handle his brain and his machine at the same time. Such a man, a skilled worker, can go from one machine to another, as the demand for his service shifts, handling each with equal facility. His is a superior product, and he is in constant demand, because he has learned to mix brains with his work, and has never degenerated into a part of the machine which he operates.

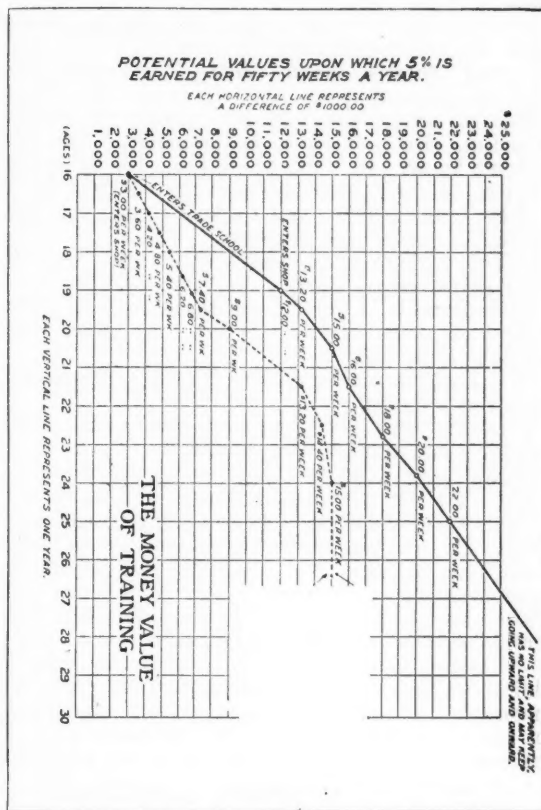
In discussing the question Mrs. Kelley says:

“The policy of training boys to one narrow trade cannot permanently commend itself to thinking men and women in an epoch of industrial change; on the contrary, the more specialized the process of manufacture and commerce become, the more must we insist on the education of all the thinking powers of all the workers. The more stupefyingly monotonous the manipulation which the machine prescribes, the more must all stress be laid upon the variety and thoroughness in the training of the mind as well as hand of all those who are to tend machines.”*

In times past, industry itself, thru the apprentice system, imparted such skill, but under present conditions, with the division of labor and the vast multiplication of the number of processes involved in one completed product, industry has ceased to impart such knowledge. As such knowledge is essential to survival under our present educational and industrial ideal, it must be imparted in some way to the coming generation. The only feasible method of doing this seems to be thru our school systems.

Speaking last winter before the Social Worker's Club of Philadelphia, Dr. Edward T. Devine, said: “The cause of poverty is inefficiency. The remedy for inefficiency is education.” In the future the schools must be the source of supply for skilled

and trained men, if we are to keep the markets of the world. This fact is being recognized by a larger and larger number of persons. The value of education from the money standpoint is rapidly gaining an ascendancy in the American mind. We prove this value in our typical dollar and cents style. Mr. James M. Dodge, President of the American Society of Mechanical Engineers, has compiled a chart to show the money value of a technical education.



This chart clearly shows that the man with an education goes farther and faster than the man without. The point is further emphasized by a paper in the 1904 report of the United States Bureau of Education. After comparing the number of males in the United States, educated, and uneducated, with the number of successful men, the paper continues:

“It thus appears:

“1. That from 1800 to 1870, the uneducated boy in the United States failed entirely to become so notable in any department of usefulness and reputable endeavor as to attract the attention of the Who's Who editors, and only the twenty-four self-taught men succeeded.

“2. That a boy with only a common school education had, in round numbers, only one chance in 9,000.

“3. That a high school training increased this chance nearly twenty-two times.

“4. That college education added gave the young man about ten times the chance of the high school boy, and 200 times the chance of the boy whose training stopped with the common school.”

These figures show clearly that we reward executive ability, inventive genius, versatile workmen, and above all, those with the right kind of an education. Education is as necessary to the man who would attain prominence as solder is to a tin can. Both education and solder tend to make a complete whole by keeping the various parts together.

*Mrs. Florence Kelley, “American Journal of Sociology,” Vol. 2, page 361.

The Vexed Question of Promotion.

By GEOFFREY F. MORGAN, Riverside, Cal.

"I find it very difficult to decide about promoting some of my pupils," said the teacher, looking up somewhat wearily from the cards and record books spread before her.

"So say we all of us," agreed the principal, making himself comfortable on the top of a convenient desk.

For a wonder the janitor was not sweeping, and a little quiet discussion was possible.

"Now, there's Johnny Jones," continued the teacher, glad of a sympathetic ear. "He's very weak in arithmetic, and his spelling is simply dreadful. He isn't fit to be promoted. And yet I don't know. He's too big and old for the grade as it is, and he'll be all the worse by another year."

"Isn't he likely to leave school if he isn't promoted?" queried the principal.

"Yes, I think he is, and I don't want him to. You know, he isn't lazy. It's just that he's slow and backward. I don't think those Jones children ever had much schooling before they came here, so he's all behind."

"I should advise promoting him, by all means," said the principal.

"But do you think he can do the work of the next grade?" said the teacher, doubtfully.

"Not very well, perhaps," consented the principal, "but he can do it about as well as he will do this work over again. As you say, he is naturally slow. He'd be just as slow explaining his problems next year as he is this. He'd be just as dull in grasping your explanations. His wits will be much more likely to be sharpened by grappling with new problems than by re-solving old ones."

"Besides, it is not that Johnny is lazy. He is doing the best he can, and struggling under a heavy handicap. I admit that he is missing about half of the daily work, but on the other hand he is gaining the other half of it, and that is a whole lot to be thankful for."

"Now, suppose we put him in the next grade. He won't accomplish as much as the rest, of course, but he will be constantly exposed to the risk of learning something new. He will hear bright children explain, and learn from their explanations. He will hear plenty of good reading, and he will want to improve his own. He can certainly draw maps and write compositions with the others, even if the spelling is a bit shaky. Out of the mass of knowledge and material with which he is daily surrounded, he will surely appropriate something for himself."

"But there is another reason for promoting him. Johnny is two years older than any other boy in the class now, and about six inches taller. I shouldn't be surprised if he bends his knees a little, as it is, when he stands in line. Now, if you keep him in your room next year, to sit amidst those still smaller children who are coming up from the other room, he will be simply too ashamed to stand it. After about a month he'll leave school, and then we shall lose our grip on him for good. A boy who stays out a term from choice never comes back again."

"Now the question for us to decide is simply this: Shall we put the boy in the next grade, to be in the society of a good teacher and his own classmates, and where all his work will be fresh and interesting, or shall we force him out of school by asking him to stay here and thresh old straw among comrades he despises?"

"That certainly puts the matter in a different light," conceded the teacher, thoughtfully.

"I think we often have mistaken ideas as to the

purpose of grading and promotion," continued the principal. "Its aim is simply to place the pupil where he himself is best off; that is, where he can do the work that it is best for him to do. Too often we make promotion a matter of reward or punishment. This destroys the real conception of it, and establishes false standards in the child's mind. He is even given to understand that his promotion is more or less dependent on his deportment. Promotion should depend on nothing but considerations of the child's welfare."

"After all, the fitness of a child for promotion is a question to be determined by judgment and common sense. Marks will not decide it, tho they may help. You have lists of marks on written work, on tests, on daily recitations, and on various things. Of course they are good to aid your memory, but they should not be used beyond that. The knowledge and scope of a human mind is not to be measured as 86½ or 72½ per cent., as many teachers seem to think."

"The question of promotion rests on a much broader basis than that of individual knowledge. There are many other factors to be considered. I just spoke of Johnny's age. The maturity of a pupil must also be considered. Some girls are very young at fourteen; other are very old at twelve. There is only one thing that looks worse than an overgrown boy in the primary room, and that is a spindling short-trousered one in high school. Size, age, environment, temperament, disposition, industry, all these must be considered."

The approaching step of the janitor indicated that an adjournment would be necessary.

"In making out those cards, then," said the principal, slowly climbing from the desk, "read over every record you have of a pupil, and then close your eyes and think of him. Think of everything you can about him, all these points I have mentioned, and then ask yourself this question: Where will he be best off? For his own sake, where had he best be put? When you have answered that question, you will know exactly whether or not to promote him."

"I'll try it," said the teacher, thoughtfully.

Women, Duty, and Happiness.

[Harper's Weekly.]

"I wonder," said an Oxford professor one day, "if American women are happier, in the end, than English women." And when he was questioned as to why he should expect it, he said that wherever he went he met American women intent upon self-fulfilment, self-development; they were studying philosophy in Germany, cathedrals in France, painting in Italy; they were journeying over the world seeking enlargement of the self; whereas the English woman accepted her given place in life, did the task that came to hand, and talked mainly of duty. He was uncertain whether, in the end, the sum of the new experiment was greater happiness. That, however, is hardly the question to ask. The real question is whether the sum is fuller consciousness or not. The stuff of our sorrows, of our studies, of our experience, must be translated into consciousness before it becomes power. Which material translated becomes the best consciousness is again the matter to decide. Bernard Shaw is particularly severe upon self-sacrificers. He says Marie Bashkirtseff was a source of delight to every one around her "by the mere exhilaration and hope-giving atmosphere of her wilfulness." The self-sacrificer, he says, "is always a drag, a responsibility, a reproach, an everlasting and unnatural trouble with whom no really strong soul can live." Mr. Shaw is always giving cold plunges by way of tonic,

and what he says, witty and crystalline and striking as it is, needs a good deal of shaking down and looking over before we finally swallow it.

The type of duty-driven, self-sacrificing person to whom Mr. Shaw refers is well-known. There are plenty of them in the world, and they are usually—not always—of the feminine gender. They fritter away their lives, doing little things for other people, encouraging those about them in small self-indulgences and lazy pettiness. But is it self-sacrifice, or is it a kind of timidity and shirking that makes them adopt these tactics? The mother who waits upon her child, who, as we Americans say, "spoils" her child, does so because it is infinitely easier to govern one's self in little things, to exert one's self for small services, and to accept small sacrifices than it is to demand the highest ideal from those around us. It requires more strength of purpose to demand attentions, civilities, and service from our subordinates than to forego them. There is nothing so easy to be, nothing that requires less moral stamina and purpose, than a household drudge or a person used by others, instead of a person with objects, interests, pursuits, and definite intentions. On the whole, when we look around and see the helpless and useless people, they are nearly all folk who, at some time or other, had the excuse of self-sacrifice. They are the women who did not go to college because mother would have been lonely; or the wives who have no resources or interests because they waited on their children all day and entertained their husbands every evening. In the end, it is true that it is the self-helpers who can help others; those who would not give of their oil, but industriously burned their lights.

However, there is a danger in self-development. It is the danger of forgetting that one is, after all,

but a little screw in a big machine, and that whatever purpose the big machine serves, at any rate it was not created for our self-furtherance. If one recklessly goes in for self-development, it must always be with an end in view, and that end must be in helping others. There is nothing, after all, the world needs quite so much as kindness; and if in the cause of self-development we choose to forego the minor services and haphazard kindnesses, it must really be with the larger service and the greater help in view. Intellectual development may be taken in the same spirit as sanctification: "For their sakes I sanctified myself."

A modern essayist, in a recent very interesting book upon death, tells us that when he thought himself dying and tried to go over his life, the thing that distressed him most was remembering that once when he was writing he turned away his sister who came to him with some papers for criticism. It reminds one of Trilby, who, when she was dying, could not forget the little brother whom she refused to take with her to the *Bois*, and she kept seeing him again as he stood in the doorway crying after her.

The moral to be drawn seems to be that we must react with a certain degree of caution. We must pursue self-development with sense alert not to miss the essential services, the vital kindnesses, that bestrew the way. And when we are too lazy to command our children, or too weak to demand the best of strength and of service in others, we ought not to call our qualities "self-sacrifices." In the end we know how true is the little prayer of our energetic poet:

Help me to need no aid of men,
That I may help such men as need.

Influence of Attractive Married Women.

By Mrs. JAMES FARLEY COX, Author of "Home Thoughts."

In our earlier, simpler days the marriage of even a conspicuous belle was followed by a distinct withdrawal from the gayer phases of the social festivities of the day. The duties of the head of a household meant something very different from those of the well-to-do wife and mother of these early days of the twentieth century, and the charmed existence of the really wealthy was not even known in dreamland. There were few childless houses; women, however wealthy, were personally responsible for the health and well-being of their children, and the majority of American women had the happiness of nourishing their infants themselves.

When the daughters in their turn reached womanhood, usually the mother emerged from the partial retirement which had only been broken by pleasant dinner-parties or by her presence at public gatherings interesting from their literary or musical value. Now that her children were ready for the world, her mature beauty and gracious hospitality came into notice with a wholly different result than in her maiden days, when she had been the toast at every banquet and the idol of her young associates. Not seldom she resumed her sway thru the charm she had retained during the ripening years of her full maturity, but she won her new laurels as a queen, not as a rival of her daughters.

Her heart had been disciplined and made capable of giving out a warmth which had no selfish origin; her mind, necessarily active in administrative, educational, and controlling duties, had come to a strong and reasonable judgment of men and affairs.

Desiring to draw about her daughters the best men of their generation, she endeavored to make their home delightful, and while she governed, it was with a strong hand gloved in velvet. A married flirt, struggling for the attentions and devotion which belonged to her youth, was a rarity so marked that their names in the muster-roll of good society before 1850 are historical.

The wonderful possibilities of social enjoyment in our own time are so great, and the garment of beauty so clothes all social functions where the rich, richer, richest congregate, that we are wholly at the mercy of our senses, and the gravest of us think little of what changes are going on in matters affecting family life.

The increase of wealth and its attendant luxury of living have set up a barrier between the young people of our day. Young men of fortune are no longer an exceptional few, but they are as yet a large minority, when reckoned with the daughters of palatial homes. There is still a very large class of young men who, tho sons of rich fathers, do some nominal business, until the day of inheritance arrives, but who are not able even to think of marrying one of these young princesses, and are too well aware of the cost of maintaining them even to dream of asking them in marriage.

This limits many a semi-idle man to the most superficial intimacy with his young girl friends, whose lives of busy gayety bring them in touch half-a-dozen times a week. They scrupulously avoid coming too far within the nearest circle of

friendship, for danger of pain and disappointment lurk wherever love may be aroused only to be thwarted.

And at this juncture comes the opportunity for the influence for good or evil of the young matron, with a pleasant home, a hospitable table, and a desire for gaining the reputation of an agreeable hostess. If the pretty young wife could only be made to understand that the bright, thoughtless young fellow who "drops in" at the winter twilight hour to share her cup of tea takes her for a type, and by her conduct and speech is weighing the value of homes and wives in general, she would be astonished at the far-reaching result of what had seemed the most trifling half-hour visit.

Talking to a married woman at once puts a man at his ease; he is on no debatable ground; she can neither suspect any ulterior motive, nor does his untrammelled expression of opinion involve any future responsibility. Nine times out of ten a very young man will speak more truly and freely what he feels in this delightful atmosphere of cosy homelikeness than in his own family, where his strong opinions might be considered audacious, or his lack of reverence for the past and its conventions call forth rebuke from his parents.

Under such favoring circumstances a pure-minded, noble-hearted woman has a golden opportunity of giving expression to what is most dear, most precious in the eyes and hearts of her sex. She can exercise that bewitching charm which comes from the pretty dignity which so becomes a young and loving wife, and yet allow herself the half-sisterly, half-maternal freedom of speech and manner which is so engaging and winning to a young man, uncertain of his conclusions and yet very decided as to his fancies.

In such intercourse the youthful heart of a man can receive the most definite impressions of the loyalty of a wife to her husband; of the symmetry and grace of character whose basis is fidelity, and whose satisfied heart seeks no admiration beyond that which is hers inalienably.

Here he learns, or ought to learn, the "so far and no farther" which guards frank and sincere speech from descent into the frightful license of the day; here he grows to believe in the elevation of purpose and keenness of appreciation which a certain reckless and conspicuous set of women have tried to assert were no longer a part of a young girl's character. Here he can have the pitiful, wretched nonsense about the greed and untruth and baser ambitions of all women for place and power unmasked and shown to be no more than the foam which crests the wave.

When after such a visit a man closes the door behind him with a sense of increasing respect and regard for womanhood in general, and says to himself: "What an inspiration to a husband such a wife must be!" the gentle mother has done her generation and her sex a service which shall not fail of its reward. There is no limit to the inspiration such a friend can be to such a man. All the world looks cleaner, lovelier, and more worthy of respect because she has shown to him a woman who thinks noble thoughts, loves gracious deeds, and only values a man when he declares himself worthy her regard by higher aims and more steadfast effort than his fellows.

On the other hand, the wrong a woman does herself, when, like some silly schoolgirl, she seeks the admiration of an idle man, and turns his careless visits and kill-time badinage into a foolish flirtation, is but a trifle to the injury she inflicts. The lowered respect he feels for her reaches out over all his social life, and his summing up is: "What are women, after all?" The compliments so dearly bought may come at her call; her tables may day

by day uphold the flowers her trifling has prompted him to send, but he holds her not much above the level of his favorite dog. And for the sex? Why should a man work and think and strive for the maintenance and companionship of a nature like this? Neither his thought nor his speech is bridled for her sake, but the frivolous wit which has no basis but personalities, and no aim but the discussion of other people's weaknesses and foibles is used unsparingly, and the laugh is always at some one else's expense.

Of that happily small class of women, of whom too much, unfortunately, is now said in the public prints, who boast a retinue of unliveried servitors chosen from our most widely known young men, and who, with unwomanly lack of self-respect, make frequent display of their obsequious attentions, it would be a desecration of a column dedicated to thoughts of home to speak long.

What have they purchased with their delightful dinners, their husbands' fine wines and expensive cigars? The disrespectful advantage taken of these opportunities of luxurious living, of hearing the operas of a long season free of cost, and enjoying all the tidbits of a rich woman's life, surely is not to be accounted a triumphant result? Having a tributary bouquet of violets in a hand consecrated to the service of husband and children, and her cloak carefully laid over her shoulders by a youth to whom she might be a mother, cannot be called a great end for a woman to be proud of! The ridicule and reproach of all high-thinking, right-minded women and the scorn of all great-hearted men must outweigh this novel form of conquest, won by so distinct a purchase.

The miserable prominence which has been obtained by these much-exploited dames of society would matter little to us, if it were not for what this ridiculous assumption of triumph entails on those enslaved. Each such young man represents a man put out of life's battle; for what shall he fight? "Eat, drink, and be merry, for to-morrow we die," is the end of it all. When out of a young man's life has been taken the ideal of womanhood and home, he has lost the most alluring influences known to human life. Even tho he may have originally been endowed with mental force and intellectual strength, materialism so deep-rooted and masterful as that which brings forth the fruit we have here glanced at, will overpower spirit and senses, and there can neither be a dignified present nor a productive future to one whose youth is spent in such an unwholesome atmosphere.

Thus far we have only spoken of what might be passively possible of good, when opportunity offered. The power to be of use is, however, so great that it behooves us all to seek to use it. Elder women often prove the most blessedly helpful counsellors to a younger generation of men, but this is not at all what we now are aiming to make plain.

It is the young wife, the woman who has not forgotten the problems and temptations of youth; she who is in touch with our complex modern life, our strange, questioning mental activity,—who can, in the sweet security of her guarded home, wrapped in the protecting palladium of a happy, satisfied love, make plain to her young male companions the beauty of things spiritual, the joy of truth and fidelity.

A young mother, with her baby in her arms, is ever a means of drawing human thoughts toward that Mother and that Babe who stand forever as our conception of the meeting-point of earth and heaven.—[From "Home Thoughts," Vol. II, by "C," of the *New York Evening Post*. Price, \$1. A. S. Barnes & Co., publishers, New York.]

School-Room Decoration in Germany.

By Dr. L. R. KLEMM, Washington, D. C.

The following is gathered from the German educational press and translated for THE SCHOOL JOURNAL. It is an account of what is done in the little town of Lauscha, in Thuringia. It is instructive to note the intense interest the people there have in the education of their children, and may induce us to go and do likewise.

The object of the mural decorations of school-rooms is threefold: (1) to do away with the tedious blankness of the walls, so that the school-room may resemble refined homes; (2) to serve the lessons given, and (3) to awaken and promote esthetic education. The means employed are many, to wit: suspending mottoes and classic verses in artistic type on the walls, corridors, and stairways; coloring the walls with pleasing, tho neutral tints; providing with rich friezes (animal figures); large stag horns (reminding of the proud inhabitants of the Thuringian forest); stained glass windows, and a fine collection of framed pictures. The rooms are made prettier also by providing better furniture than is customary, and by placing plaster casts at safe places. Flowering plants in pots are on the window sills.

Among the pictures there are three kinds: (a) those exclusively serving decorative purposes; (b) those which are used as appliances for teaching, and (c) those which serve esthetic purposes. Many pictures serve all three purposes, but many are suspended for decoration only. Walking thru these rooms one feels pleased everywhere, because the former aspect of empty barracks is gone. The rooms are by no means alike; on the contrary, each has characteristic features of its own. Thus, for instance, there is one room devoted to Thuringian fairy stories; another to mythological history (St. Elizabeth and her seven acts of charity); in this room a picture of the famous Wartburg (Luther's refuge) adorns the walls. Quite in harmony with this is the collection of Ludwig Richter's popular pictures, and the old castle of Ravenstein. Since in Thuringian stories the mother of Christ is often mentioned, a madonna by Bellini is added. The stained glass windows exhibit two knightly coats-of-arms, in luminous colors. In one room the chief characters of fairy stories greet the pupils from the walls (Snow-white, Cinderella, Sleeping Beauty, Red Riding Hood, etc.), all in large sized frames, six by four feet. There may be seen enlarged the famous Munich masterpieces, madonnas by Raphael, etchings by Overbeck. In the primer class, where biblical stories are taught, a series of religious pictures are seen, such as Birth of Christ, the Three Wise Men, Jesus in the Temple, etc.

In other rooms occupied by older pupils, ages and sex are considered, and the pictures are selected with relation to the subject of instruction. Thus, for instance, in the upper girls' classes we see Richter's Queen Louise, Liotard's Chocolate Girl, Thumann's Spinning Girl, Madame Lebrun and her daughter, Madonna della Sedia, Johanna Seymour by Holbein, and other pictures of value. Within the horizon of the boys belong St. Peter's Cathedral in Rome, Schlüter's Great Elector, Delaroche's Napoleon, and similar paintings in reproductions.

In the room occupied by the pupils who study the Gospels, Steinhausen's beautiful cut "Jesus and the Sinners," serves very well. By means of such pictures a rallying point is offered in the lessons, and connection is established with lessons in language and history. Some pictures cannot thus serve, but

they are none the less welcome thru their decorative value. Thus, for instance, a series of Braun's photographs of Luca della Robbia, and lithographs of Italian churches. Some pictures, especially Seemann's mural paintings, are well adapted to aid instruction in history, inasmuch as they represent entire epochs, aside from their value as masterpieces of art. The whole collection of art-objects gives a comprehensive view of the various modes of presenting or reproducing art, oil paintings, etchings, lithographs, steel cuts, wood cuts, photographs, color prints, etc.

Plastic art, painting, and architecture are equally well represented in this school. Naturally, Greek sculpture is not found in abundance, if at all. The present German schools are intensely national, and decidedly German at that. Hence, we find Michelangelo's Prita, Schlüter's Warriors' Masks, the Madonna by Andrea della Robbia, Vischer's Sebaldus' tomb, Schadow's Luise, and Fredericke of Mecklenburg, the Princes in the Cathedral of Nuremberg. Of famous painters we find busts of Dürer, Rethel, Fr. Hals, Cornelius, Rubens, Rembrandt, Techner, Titian, Raphael, Bellini, Reni, Schrandolph, Lochner, Schwind, Overbeck, Leonardo da Vinci, Menzel, Thumann, Lasch, Ravenstein, Biese, Thoma, Steinhausen, Claude, Gelee, and others, some only in portraits.

Lastly, a large number of architectural pictures displayed is apt to open the pupils' eyes to the wealth of architectural beauty designed by human minds, serving both church and secular purposes. A child of the town of Lauscha, having passed thru all the eight grades of his school, will have made acquaintance with the following buildings: the Elizabeth church at Marburg, the Michaelis church at Hildesheim, the Palazzo Riccordi at Florence, the Cathedral at Limburg, the Barromaeus church at Vienna, the Abbey at Maria-Laach, the Cathedral at Cologne, the court of the Royal Castle at Berlin, the Pantheon, the Castle of St. Angelo, the Neptune Temple in Paestum, the Palazzo Veschio at Florence, the St. Peter's Church at Rome, the Erechthion, the Parthenon, the Colosseum, the Cathedral at Strassburg, the ruins of the Castle at Heidelberg, the City Hall at Bremen, the Golden Gate at Freiberg, and many others. It is impossible to treat each of these monuments of human skill during lessons, nor is this necessary, for the simple contemplation on the part of the pupils will awaken thought and create ideals. Much can be seen and learned during eight years.

The Duke of Meiningen aided the efforts of the school authorities and teachers by presenting its school with 131 etchings, lithographs, and photographs. Dramatic performances by the school children, and other entertainments arranged by the teachers, brought in enough money to decorate the school to the extent explained in the foregoing. This is not an isolated case in Germany. Everywhere, thruout the Empire, schools are being decorated, some in a more modest way than in Lauscha, but a beginning is made, and it is by no means in large cities alone where it is done, as the excellent example of Lauscha proves.

A Wisconsin memorial to Carl Schurz will be a fund of \$60,000 to establish a Carl Schurz chair at the University of Wisconsin. There is to be a regular course of lectures by leading professors from German universities.

Small but Complete.

Almost at the mouth of the Kiel Canal in the Baltic Sea is situated the smallest school in the whole world, says a Chicago paper. It is a government school and costs far more money than the school board of the district receives in school taxes. The government built the school-house and supplies a resident teacher. There are only two scholars and it may be some time before the class roll increases.

This record-breaking school is on an island, Suderoog. There is only one family occupying the island. Martin Paulsen is both fisherman and farmer and also lord of the isle. He is in comfortable circumstances and has a growing family of youngsters. Three years ago young Martin, his eldest child, became of school age. Paulsen found it impossible to send the boy daily to the mainland.

Being advised what to do, he made application to have Suderoog created a school district. He showed his tax receipts, proving that for many years he had paid school taxes for the whole island.

The government, replying to the application, said that under the law it was not obliged to supply a school for only male children, and as Martin Paulsen, Jr., was the only scholar Suderoog must wait. In two years Katrina Paulsen became of legal school age and again the father applied to the government, this time demanding the establishment of a school.

And so last year Germany sent bricks and mortar and lumber and workmen and built a small but regulation national school-house. Then a government teacher, Heinrich Arp, was sent from Kiel. The two scholars were enrolled and the smallest school in the world began its sessions.

Teacher Arp, who is twenty-five years of age, pined in the solitude of the islet. In a few weeks he made application for a billet elsewhere. The sole society of the Paulsens and their children soon wearied him. But governments move slowly. It has been six months since Teacher Arp asked to be moved. Now he has amended his petition by asking to remain at Suderoog.

In the summer there were many excursions to the islet from the mainland and the teacher met a pretty fraulein at one of the picnic parties who has consented to become Mrs. Arp and live on Suderoog. For a married teacher the government supplies quarters, so a dwelling is soon to be erected there.

In a few years, if all goes well, the teacher may

be teaching his own children and Suderoog will lose its record of the smallest school in the world.

Common Sense Spelling.

Had President Roosevelt "taken up the cudgels" for a phonetic alphabet and spelling he would have had an object worthy of his powers. Why not adopt the phonetic system. Its advantages are so great one can but wonder whether the English-speaking world will submit to the tyranny of the absurd spelling of the mother tongue many years longer.

What advantages? First, saving one-eighth of his time and one-quarter of his study and worry from the first day in school till he enters the secondary school to every child who is learning to read and write in English. It would save a deal of time to the pupil in the high school, the technical school, and the college.

Second, it will enable every pupil who has normal physical organs to pronounce correctly every word he uses, so saving time and innumerable blunders.

Third, it will secure a uniform pronunciation of the language, thus securing an English language instead of the *dialects* into which we are quickly coming in England and America, and even local dialects in various sections of the United States.

Third, the curing of the monstrous local pronunciation dawg, bawx, Gawd, or dūg, būx, Gūd; cāf, glāss, hānd cār, glāss, hānd; den, trew, frewt; hause, cāow, raund; hoss; lawndry, sawnter; mornin, workin; ef; kitch, etc.

Fourth, the correct pronunciation of all proper names and all geographical names, and all new terms, scientific and technical.

How can these things be brought about? Have a commission of the most eminent linguistic scholars in the English-speaking world decide the sounds of the language, then have each sound indicated by a distinct letter or character, and each character represent one sound only. All teachers would have an infallible guide to correct pronunciation, and every one would spell every word correctly. Then would stop the worry of the thirteen million of pupils in the schools of the United States to-day, who are agonizing over their spelling lesson.

Then the English would become the world language. All difficulties in the way of its use would be removed and the way be prepared for a common speech. Why not have a "common sense" spelling?

Calais, Me.

W. J. CORTHELL.

Mr. Busse's Plan for Cleaning a City.

A PROCLAMATION BY THE MAYOR OF CHICAGO.

TO ALL RESIDENTS OF CHICAGO:

WHEREAS, It is the desire of the administration to promote the *cleanliness and physical appearance* of our city, and realizing that, even with our best endeavors, it is almost an impossibility to do so without the co-operation and assistance of the general public, by complying with the ordinance for such improvement, and as conditions are the worst just before and after May 1, the customary moving time;

Therefore, I, Mayor of the City of Chicago, beseech the people of this city to assist in obtaining better conditions of municipal cleanliness, by burning all combustible material, thereby avoiding the light material being carried broadcast by the winds; avoid the littering of streets and alleys in every possible way, and place all accumulations in metal receptacles, placing these generally just inside of lot lines to enhance the appearance of public avenues of travel, and further would ask all residents to set aside Monday, the 6th day of May, to promote a general outdoor cleaning.

I would also suggest that it would be well for the principals and school teachers to take the male pupils out into the vacant lots and have them gather all papers and burn them under their supervision, and that the householder gather all cans and material of that nature and place it at the end of the lot so the garbage teamster in going his rounds can haul it to the dump.

The attention of citizens engaged in the business of hauling such materials as have a tendency to litter the streets—i. e., sand, dirt, etc.—is called to the necessity of providing tight wagon boxes.

The police department has been notified to pay special attention to merchants who sweep out their stores onto the sidewalks and then into the streets, and all offenders will be prosecuted vigorously under the provisions of the clean street ordinance.

Citizens are required to familiarize themselves with the provisions of the clean street ordinance, and copies can be procured by telephoning or calling at the various ward yards or by applying at the bureau of streets.

FRED A. BUSSE, Mayor.

Public Opinion Concerning Education

As Reflected in the Newspapers.

Solving the School Problem.

[Chicago Post.]

Children, parents, and teachers all should be beneficiaries of the "Austin Parents' Association," organized in the suburb last night for the praiseworthy purpose of promoting the mutual interests of the home and the school. These two, the home and the school, are the two dominant influences that shape the child in the rough and show him how he can achieve for himself a worthy manhood. Unless they work together in sympathy, inevitably the child must suffer. Neither home nor school alone can accomplish the best result. Together they can work wonders.

The child of to-day is out of touch with his parents too much of the time to permit of their giving him a thoro moral training; the teacher in the school must instil in the pupil respect for home and for home precepts or they will fade from the youthful mind. And parents must instruct their children in obedience to the commands of teachers or disobedience acquired in class surely will bring unhappiness to the home.

The four hundred mothers and fathers of Austin who are enrolled in this new society will find the school teachers sympathetic, enthusiastic, and intelligent, and the teachers will find the parents invaluable co-workers in the difficult task of training the small men and small women of the class-room. The future of children innumerable is the priceless trust imposed upon them. In co-operation they will find the simple, the only way to fulfil their obligations to the children and to the country.

A Difficult Proposition.

[Syracuse (N. Y.) Post-Standard.]

The recent action of the Board of Education in Meriden, Conn., and the report adopted by the Board of Education in Syracuse night before last, present a marked contrast. In both cases the conviction is strongly felt that secret fraternities are harmful in high schools. But while the Meriden authorities have flatly prohibited high school students from organizing or joining these societies, on pain of dismissal from the school, the Syracuse authorities have adopted a marked tone of fair-mindedness and persuasion.

It is frankly admitted that some of the fraternities in the high school here have been doing beneficial work. But in the opinion of the Board the harmful results of the fraternity system far outbalance the benefits. Supervision by teachers, as has been suggested by the fraternities, seems impossible since the fraternities lack supervision of teachers on the one side and of parents on the other. The meetings cannot be held in the high school building and the Board holds it unjust to ask that teachers employed to help all the students alike, should be assigned to aid exclusive and secret groups.

As for the influence of the fraternities upon school politics and upon the social life of the school, the Board of Education has nothing but condemnation, and parents are once more urged to influence their boys against connecting themselves with these societies.

It is, as the New York *Tribune* was saying yesterday, a difficult situation. If ever diplomacy is needed, says our contemporary, it is in dealing with these juvenile adults. The Meriden way of dealing with them has been tried in Illinois and in California, with disastrous results. Decisions of the courts have supported the fraternities. Brusque

suppression has only encouraged secrecy and legal vindication has increased their power. The *Tribune* does not believe in suppression at all. It urges that the "frats" be taken into the confidence of the school authorities and made a means of increasing the efficiency of school work.

Numerous cases are mentioned where this has been accomplished. The complaints of students, the needs of the school, the maintenance of order and good manners, have been the subjects of conferences between the fraternities and the authorities. "Once instil into the minds of 'frat' members that they are the true aristocrats and leaders in the school," says the *Tribune*, "and, hence, allies of the principal, and much of the silliness, time wasting, and shirking will cease."

About Home-Printed Text-Books.

[Houston (Tex.) Post.]

The *Post* is a believer in home industry and it is a tireless toiler in the work of stimulating home industry sentiment thruout the State. It believes, however, that the Legislature should go slowly in adopting a provision requiring all text-books used in the public schools to be printed within the State. It would inevitably embarrass the school system, for few of the publishers would care to establish branch printing houses in Texas. And suppose, for instance, that every State using McGuffey's readers or any other copyrighted work—and they are all copyrighted—should also require the printing of the books within its borders, what would be the result? Inevitably an increase in the price of text-books.

Unfortunately, Texas teachers have done very little in the way of writing text-books suitable for the public schools. Most of the books used are owned by the publishing houses located elsewhere. It would be absurd to require these publishing houses to establish branch printing offices in every State where their books may be used, and they can not be expected to turn over their plates to Texas printing houses.

The text-books should be selected solely upon their merits as text-books and the children should have the benefit of the best text-books in existence, regardless of where the publisher or author resides.

In time, and it will come about gradually if at all, we shall probably have first class text-books written by Texas authors and printed by Texas houses, but at present we must get the best books from publishers living outside of the State just as other States have to purchase them. The economical production of text-books would be impossible if it were necessary for a publisher of a copyrighted book to conduct forty-five printing establishments in forty-five States, and no publisher of a copyrighted book is going to permit some other publishing house to do his printing.

If the State should employ authors to write text-books for the Texas public schools, it would be well enough to have such books printed in Texas, but copyrighted books owned by outside publishers can not by legislative enactment be printed within the State. The Legislature might say that unless such book be printed in Texas its use will not be permitted in the public schools, but that would deprive the children of the benefit of the best books.

The point the *Post* wishes to make is that the Legislature should not tamper with a question so full of menace to the welfare of the public school system. The idea is impractical.

Notes of New Books

It will be quite worth your while to get and read Luther Burbank's *THE TRAINING OF THE HUMAN PLANT*. The little book is printed in large type and can be finished in an hour, and the hour is one that will be thoroly well spent. Mr. Burbank is the Burbank of botanical fame, and in his ideas on the training of children he is as original and quite as sensible as he is in his methods of improving plants. You may perhaps not agree with all he says,—for example: he insists that no child ought to be sent to school before he is ten years old, but that every child should be allowed during those first years of freedom to run wild in the country. Under the present conditions such ought-to-bes are impossible. But the writer promulgates a number of views that are worthy of consideration, and that will some time undoubtedly be adopted. Any reader who wishes to be up with the times cannot afford missing this little book, *THE TRAINING OF THE HUMAN PLANT*. (The Century Company, New York.)

It is a far cry from the ancient chronicle with its bald list of kings and barren record of almost ceaseless wars to such a book as *A SHORT HISTORY OF SOCIAL LIFE IN ENGLAND*, by M. B. Synge, F. R. Hist. S. It might be taken as an indication of man's changed attitude to what was for centuries his most important occupation, war. Slow as the change has been, our historians have been nearly, if not quite as slow, in changing their emphasis on historical facts. Take even the histories of our school days: page after page was filled with the marching of armies, siege, and battle, and the comparatively few pages allotted to times of peace were largely filled with discussion of the results of the last war and the cause leading up to one next to be described. The picture thus presented is very misleading. England has a splendid war record, but her record of peaceful progress is far brighter. To those who have studied this steady advance it is more interesting than the accounts of her brilliant victories or gloomy defeats. The political and social changes are distinctly mirrored in the changing manners and customs of the people. These our author pictures for us most interestingly. In many of the habits or superstitions of our forefathers we learn the origin of some odd custom or curiously turned phrase current in our speech to-day. All this and much other quaint information make the present volume both entertaining and profitable, the general reader as well as the historian will find here a fund of historical facts frequently omitted from ordinary histories. Miss Synge has the happy faculty, in her backward glances, of seeing the life of the people in their ordinary occupations and amusements and of conveying her impressions vividly to her readers. It is a pleasure to commend a book so thoroly worth while and at the same time so enjoyable. (A. S. Barnes & Company, New York.) D. S. S.

So long as boys and girls have an inborn love for adventure *SWISS FAMILY ROBINSON* will be a prime favorite with them. The story more than almost any other combines fascinating adventures with family life which is the natural field of a child's interest. What pleasure a child takes in making the material at its disposal answer the purpose of some preconceived idea! It is this very adapting of unlikely means to supply the needs of the castaways that furnishes the chief interest of the book. Their ingenuity is exhaustless and every difficulty is met with some new device. Nearly a hundred years have passed since the good Swiss teacher wrote this story, yet to-day its popularity is greater than ever before. Why *SWISS FAMILY ROBINSON* has not been more frequently used as supplementary reading for schools is a mystery. The present edition is especially well suited for such use. The tale has been retold by a teacher who not only realized to the full the elements which appeal most strongly to children, but who also knows what is required to make supplementary reading useful. (A. S. Barnes & Company, New York. 50 cents.)

Felix Le Dantec has rendered a service of great importance to mankind in preparing his *ORIGIN AND NATURE OF LIFE*. To the layman especially the work is of value. It is clear and forceful, and at the same time simple and within the grasp of the ordinary reader. The author's position as Professor of the Faculty of Sciences at the Sorbonne, Paris, gives ample warrant of the accuracy of his statements, while the logic of his conclusions speaks for itself.

Professor Le Dantec approaches his subject not from the narrow standpoint of a single science. His information and arguments are gathered from every field of research. The result is a broad and comprehensive view of the tendency of modern science interpreted by a trained investigator in language that all may understand. Few such books appear in a generation. The volume is a well printed octavo, neatly bound. (A. S. Barnes and Company, New York. \$2.00 net.)

Dr. Edward F. Bigelow is happy in his choice of a title—*THE SPIRIT OF NATURE STUDY*. Here, as elsewhere, it is the spirit that quickeneth. Without it, without love for nature, the study of her ways degenerates into the dead sciences—botany, biology, and the rest. But with a true joy in her manifold manifestations, what a world of delight is opened to eye and ear! Every sense is thrilled with her beauty, every faculty enters into more abundant life thru the exhaustless life around.

Dr. Bigelow leads us into the fuller enjoyment of our great possession—the earth and its fullness—not by placing us in a laboratory with delicately adjusted microscope to examine specimens which the geologist or botanist would bring us. He takes us into the woods and fields, and bids us see for ourselves Nature's own arrangement of her treasures, not in glass cases carefully labeled, but scattered in some orderless symmetry of her own. In reading these pages we catch the author's own spirit. We too would go to Nature and seek to learn her lesson at first hand. The book is full of inspiration for all, and for those who would lead others to see Nature as she is, no better guide can be found. The volume is well printed and attractive. The illustrations are fine reproductions of photographs. (A. S. Barnes and Company, New York. \$1.00, net.)

GOETHE'S *HERMANN AND DOROTHEA*, with introduction, notes, and vocabulary by W. A. Adams, Ph.D., Assistant Professor of German in Dartmouth College. The mere duplicating of existing German texts is a task of somewhat doubtful expedience. Professor Adams has prepared an edition of Hermann and Dorothea which might be termed a revision of existing American texts of the poem. The very brief introduction gives the main facts of the poet's life, a discussion of the poem with a short statement of the source and a rather unsatisfactory discussion of the meter. The notes are brief and devoted too exclusively to the purposes of translation. The edition might have been greatly enriched by a careful perusal of Hehn's excellent criticism of the poem. (D. C. Heath & Company.) G.

Catalogs Received.

Ginn & Company.—High School and College Catalog, 1907.
Wisconsin.—Arbor and Bird Day Annual, issued by the State Superintendent
Carnegie Foundation for the Advancement of Teaching.—Bulletin No. 1.
Shatemuc Nurseries, Barrytown, N. Y.—For the Garden Border.
Little, Brown & Company.—Announcement, Spring, 1907.
Morningside College.—Bulletin, March, 1907.
New York State Library.—Bulletin 110, Index of Legislation, 1906.
New York State Library.—Legislative Reference Lists, 1906.
Republica Oriental Uruguay.—Anales de Instruccion Primaria, Tomo III.
Allyn & Bacon.—High School and College Text-Books, Catalog, 1907.
Webster, Massachusetts.—Annual School Report, 1907.
Hebrew Technical Institute.—Catalog, 1907.
Hebrew Technical Institute.—Report Twenty-third year.

Received During the Week.

Albright, Evelyn May.—*THE SHORT STORY*. The Macmillan Company. 90 cents net.
Bagley, William Chandler.—*CLASSROOM MANAGEMENT*. The Macmillan Company. \$1.25.
Hall, John Lesslie.—*HALF-HOURS IN SOUTHERN HISTORY*. B. F. Johnson Publishing Company. \$1.50.
Leadbetter, Florence E.—*OUTLINES AND STUDIES TO ACCOMPANY MYERS' MEDIAEVAL AND MODERN HISTORY*. Ginn & Company. 40 cents.
Baker, Josephine Turck.—*CORRECT ENGLISH: HOW TO USE IT*. Sadler-Rowe Co. 65 cents.
Booth, William Stone.—*A PRACTICAL GUIDE FOR AUTHORS*. Houghton, Mifflin & Co. 50 cents.
Henning, George N.—*POLYEUCTE, MARTYR*. Ginn & Co. 50 cents.
Maxwell, William H.—*MAXWELL'S SCHOOL GRAMMAR*. American Book Company. 60 cents.
Burbank, Luther.—*THE TRAINING OF THE HUMAN PLANT*. The Century Co. 60 cents.
McIntyre, Margaret A.—*THE CAVE BOY*. D. Appleton & Co.
Roe, E. T.—*WEBSTER'S NEW STANDARD DICTIONARY; Elementary School Edition*. Laird & Lee. 25 cents.

Now is a good time to begin taking Hood's Sarsaparilla, the medicine that cleanses the blood and clears the complexion.

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IMPORTANT POINTS IN SECURING ADVANCEMENT

Whenever a teacher feels that he has outgrown his present position, and that his services are worth more than his board or principal is paying him, and whenever a lady teacher by hard study and conscientious application to her school duties, feels that she is competent to take a more responsible position—the first question that arises is, how to get in touch with better positions. The teacher realizes that the first step to take is to learn where the openings are; to learn this quickly and promptly before the board is committed to anyone; and second, to have her candidacy come before the board in a way to be most effective.

THE VALUE OF INFORMATION CAN NOT BE OVER-ESTIMATED

Many educators make a mistake regarding the charges of a teachers' agency for securing information for candidates. A man who would consider it a legitimate expense to buy 100 postage stamps, and pay \$2.00 for them, sending out fifty letters, enclosing return stamps in each, in order to learn of vacancies where he might become a candidate, will often think that the same expense where the work is done by an agency rather than himself, is a \$2.00 profit to an agency. While the man has absolutely no assurance of the place thru the expenditure of the \$2.00 in the one case, he feels that if the money is sent to an agency, there should be an assurance. An agency lumps together a large number of these two dollar bills. It sends out many thousands of letters and advertises in many different ways. A man who sends out fifty letters can make no use of any vacancies which come as the result, except those that meet his particular need. On the other hand, the agency is in a position to make use of the other vacancies for other candidates, therefore, while the individual can only send out fifty letters for \$2.00 postage, and get perhaps two or three replies, of which he can make use, for the same money the agency may receive twenty letters which it can use. Therefore, the \$2.00 paid to the agency will cover six or seven times the number of letters that the same money would cover if spent by the individual.

THE AGENCY IS IN POSITION TO SECURE INFORMATION

On the other hand, school boards, principals, and authorities are very much more ready to give information to a reliable agency than to an individual; feeling that thru the agency they would get into correspondence with only those who will be candidates worthy of consideration. The agency will probably receive five or six times as many favorable replies for the same number of letters, as the individual; hence the \$2.00 spent thru the agency will produce twenty or thirty times the results which it would produce if spent by the individual.

PRESENTING THE APPLICATION

It is universally acknowledged that the Brewer Teachers' agency will not recommend any registered candidate higher than it is thought that candidate deserves. This agency desires above all other things to maintain its reputation for reliability.

CALLS FOR TEACHERS

For this reason numerous educational boards and superintendents every spring write to this agency asking for teachers; these calls coming from every part of the United States aggregate a very large number.

Superintendencies

Among the superintendencies for which this agency has been asked by authorities to suggest candidates this season are: One at \$3,600. One in the middle states at \$2,000. One in the central states at \$1,600. One in the east at

\$1,800. One in the middle west at \$1,500. One in the northwest at \$1,500. We also have about 85 superintendencies and principalships ranging in salaries from \$900 to \$1,400, many of these coming direct from authority.

High School Principalships

The Brewer Teachers' agency was asked by the authorities to furnish a candidate for one high school principalship, minimum salary of which is \$3,500; maximum, \$4,000. Also for one in the southern states at \$2,000. One in New York state at \$2,000. One in New England at \$1,700; another in New England at \$1,600. One in the far west at \$1,800, and a large number with salaries ranging from \$900 to \$1,400.

Smaller Superintendencies and Principalships

Principalships in all parts of the United States, both for men and ladies at salaries from \$1,000 down to \$500, are almost without number.

Positions in the Grades

This agency has been called upon to recommend candidates for grade positions in the best cities in New England; salaries ranging as high as \$650. They have excellent places in New York, New Jersey, and Pennsylvania, and in all the southern states. For places in the far west superintendents have asked this agency to recommend at salaries ranging as high as \$800 and in some cases \$900.

Kindergarten Work

We have at this time twenty-three kindergarten positions on our books, some of which pay salaries as high as \$750.

Department Teachers

Geography—One position for teaching geography, paying \$2,300. In a state normal school.

Mathematics—We have on our books at the present time 136 positions in mathematics both in public and private schools; salaries ranging from \$50 a month to \$1,500 a year.

Engineering—Two positions (both direct from authority) one at \$1,200. One at \$1,700.

Sciences—In colleges, six positions. In public schools, 153 positions. Salary ranging from \$50 a month to \$1,800 a year.

English—Eight positions in colleges. 153 positions in secondary schools. Salary ranging as high as \$1,500.

History—68 positions in public and private schools; salary ranging as high as \$2,000.

Psychology, philosophy, and pedagogy, in colleges and state normal training work—16 positions; salary ranging up to \$1,500 or \$1,800.

Latin—12 positions in colleges; 136 positions in high and normal schools. Salary from \$50 a month to \$1,200 a year.

French, German, etc.—82 positions, some ranging as high as \$1,000.

Piano, violin.—Private school music work, many positions.

Vocal music—In public schools; 106 positions; salary from \$50 a month to \$1,100 a year.

Drawing—45 positions. Salary ranging to \$900.

Manual training—78 positions; salary ranging as high as \$1,600.

Commercial work—54 positions; salary ranging to \$1,000.

TEACHERS SCARCE

Never before in the history of the educational work has there been such a scarcity of teachers. A large number of these places will be hunting candidates all the time during the next two months, with varied success.

You should join our agency at once, even if not expecting to change immediately; but if you are expecting to change, there is no other investment of \$2 that will be as valuable to you. Send for our circulars and registration form. Or better, send full statement of your qualifications and we will begin working for you at once. Address the Brewer Teachers' Agency, 1303 Auditorium Bldg., Chicago, Ill.

The Educational Outlook.

By a bill recently introduced in the Nebraska Legislature, teachers in cities of 50,000 or over, only, are affected. The pension is not to exceed forty dollars a month, and a service of twenty-five years in all, and fifteen years in the city paying the pension, is necessary. However, teachers incapacitated after serving ten years are eligible.

Governor Hoch, of Kansas, has reappointed all the members of the State Text-Book Commission, with the exception of J. J. Hill, of the State Normal School, who declined to serve another term. His place will be filled by Charles Vinsonhaler. During May the contracts are to be let for the furnishing of books for the next five years.

Germany is to have a school for aeronauts. Paul Spiegel will be director of the school, which is to be situated at Chemnitz, in Saxony. Eight applications for membership have already been received. Herr Spiegel has made 6,000 ascents, and is an enthusiast on the subject.

The trustees of the State Normal School at Providence, R. I., are considering the establishment of special courses for prospective teachers who are not graduates of secondary schools.

Rochester, N. Y., is to have a vacation school and playground this summer, and a social center next winter. The Board of Estimate and Apportionment will devote \$5,000 for the purpose, the Board of Education to have charge of its expenditure. Heretofore private organizations have conducted them and paid for their maintenance.

Supt. G. W. Phillips, of Scranton, Pa., has secured a plot for school gardens, and the children are enthusiastic over the work.

China is surely awaking. One sign among many is the fact that a commissioner is to be sent to this country to study our educational methods. The Chinese Minister at Washington has announced that Liang Hing Kwei has been chosen for this mission.

One of Indiana's new laws makes it a decided advantage to teachers to take summer courses. Those in charge of the Winona summer schools report that this influence is very apparent in the large number of inquiries already received.

Mr. Robert C. Ogden is once more at the head of the conference for education in the South. His re-election as president was enthusiastic. Both the members of the conference and the newspapers, especially those of the South, appreciate Mr. Ogden's able leadership of the movement to improve Southern educational conditions. The other officers were also re-elected with one exception; G. Jordan, of Georgia, replacing Charles B. Laycock, of North Carolina as vice-president.

The Trades Council of Birmingham, Ala., representing some 5,000 men, has sent a memorial to the Mayor and Board of Education asking that the tuition fee for the high school be done away with. The petition calls attention to the fact that Birmingham is the only city of its size and importance in that section of the country where such a fee is charged.

Cornell University has just celebrated the centenary of its founder, Ezra Cornell. One of the most interesting features of the occasion was the dedication of the new building of the State College of Agriculture, which cost \$250,000. Governor Hughes was one of the principal speakers.

The members of the department of superintendence of the Minnesota Educational Association have taken steps towards organizing the superintendents of the State. Supts. C. E. Huff, of Benson, and P. C. Tanning, of Wilmar, presented the subject to their colleagues.

"Birds and Nature," with the other publication interests of A. W. Mumford and Company have passed to Atkinson, Mentzer, and Grover, of Chicago. "Birds and Nature" is to be greatly enlarged, beginning with the May issue.

Miss Sylvia Ziebach, of Pottsville, Pa., has been selected to preside over the model kindergarten at the Jamestown Exposition. A committee of the National Conference of Mothers chose Miss Ziebach for the position.

Mr. H. T. Dawson, who was long connected with the University Publishing Company, has left the school-book business. This will be a surprise to many of Mr. Dawson's friends. His new field of work is real estate. He is with Steven B. Ayres at 1123 Broadway, New York.

Covina, California, is very anxious to have the new State Normal School located there. A committee of prominent Covina citizens offered the board of trustees a free site of thirty or forty acres on the Pacific Electric line, and about one-third of a mile from the business center of the town. The site is a beautiful one, on an eminence overlooking the San Gabriel Valley and mountains, and is set with full bearing orange trees.

Mr. E. E. Knepper has been chosen as supervising principal of the schools of Monrovia, Cal. Mr. Knepper studied at Heidelberg College, Ohio, and at Leland Stanford University.

Prof. Frank J. Wren has been made dean of the Faculty of Arts and Sciences and of the Faculty of the College of Letters of Tufts College. He has held the Walker Professorship of Mathematics and is one of the youngest members of the Faculty.

The School Board of Fort Scott, Kansas, has decided upon a new and higher salary schedule for its teachers. The teachers are expected in return to do more in the way of professional study. All who fail in this regard will be put back on the old schedule.

The dedication of the new high school at Orange, N. J., took place on April 13. Professor Snedden, of Columbia University, was the principal speaker. He called attention to the successes and failures of our high schools in general. One cause which has kept these schools from being of their fullest use, Dr. Snedden said, "was their over-ambition. They are too anxious to fit boys for college, to give proper attention to those who must leave school early and go to work."

Mr. Amos H. Flake, who has resigned as supervising principal of the schools of Haddonfield, N. J., will be succeeded by Mr. Ernest Dechard. Mr. Dechard will enter upon his duties in September.

The International Kindergarten Union, which held its fourteenth annual meeting in New York (April 30 to May 3,) offered an unusually varied and attractive program.

The first open meeting was in Horace Mann Assembly Hall, Teachers College, Tuesday evening. There was a group of kindergarten songs and a number of addresses; among the speakers were Miss Helen Latham, Miss Bertha Payne, and Miss Geraldine O'Grady. The Wednesday morning meeting was held in

the same place. Dean Russell, of Teachers College, and Mrs. Ada M. Hughes, president of the Union, spoke, and a number of reports were read. At one o'clock a luncheon was served. Wednesday afternoon two round tables were held, one at the Horace Mann Assembly Hall, and the other at the De Witt Clinton High School. Wednesday evening a public meeting was held in Carnegie Hall; Hamilton W. Mabie, president of the New York Kindergarten Union Association, and Felix Adler, of the Ethical Culture School, spoke.

Thursday morning was devoted to viewing the kindergarten exhibit at the Museum of Natural History, and visiting kindergartens in New York and Brooklyn. Two round tables were held in the afternoon, one to consider the subject Mothers' Meetings, and the other to discuss the exhibit.

Election was held at the Friday morning meeting in the Horace Mann Assembly Hall. Friday afternoon, at the De Witt Clinton High School, a number of addresses were delivered, and the new officers presented. In the evening a reception was tendered to the teachers by the directors of the Metropolitan Museum.

Recent Deaths.

Miss Sarah F. Buckelew, principal of the primary department of Public School No. 49, Manhattan, died on April 23. For forty years she had held this position. She was born in Brooklyn seventy-three years ago. After graduating from the public schools she taught for several years before entering the Albany Normal School, where she received her professional training.

Few women in New York have exercised so widefelt an influence in so quiet a way. Earnest, and filled with a true love for children and for her work, Miss Buckelew was a teacher of whom any city may well be proud. Her death was very sudden; she was taken ill at school on Thursday and was removed to her home in Brooklyn, where she died the following Tuesday, of pneumonia.

Charles Fitzroy Bellows, of the State Normal School at Ypsilanti, Mich., died on April 16. For twenty-four years Mr. Bellows had been in charge of the mathematics department in the Ypsilanti school until 1892, when the founding of the Central Michigan Normal, at Mt. Pleasant, was put in his hands. When the State accepted the institution he was elected its first principal. In 1902 he returned to Ypsilanti and resumed his former position. He was well known among educators and prominent in Masonic circles, having been grand master of the order in Michigan, in 1883. Mr. Bellows was seventy-four years old at the time of his death.

Dr. James Addison Quarles died at Lexington, Va., on April 15. He was seventy years old, and for the past twenty-one years had been professor of Moral Philosophy at Washington and Lee University. He was born in Boonville, Mo., and previous to his connection with Washington and Lee had filled a number of pastorates in that State. For ten years he was president of the Elizabeth Aull Female Seminary.

Prof. Frans Rheinhold Kjellman, of Upsala University, Sweden, died on April 22. Professor Kjellman was born in 1846. He went on a number of polar expeditions, and was well known for his work in botany, especially that of the seaweeds of the Arctic regions.

Philadelphia News.

Senator John T. Murphy, of Philadelphia, has announced that he will withdraw his bill providing for an elective Board of Education in Philadelphia. His action is a result of the report of the Tustin committee. He states, however, that if a material improvement is not evident by 1909, he will seek to have the Board made elective.

Miss Anna T. Jeanes, of Philadelphia, has given \$1,000,000 into the hands of trustees to aid in the education of Southern negroes. Dr. Booker T. Washington, of Tuskegee Institute, and Dr. Hollis B. Frissell, of Hampton Normal and Industrial Institute, have been chosen as trustees. They have given out a statement outlining the policy they will pursue. It will be the policy of the trustees to use the interest of this fund in a way to stimulate self-help and not replace local schools, but to supplement the money being appropriated by Southern States toward the education of the negroes.

Results of Investigation.

Philadelphia feels that the Senatorial investigation of her schools has done much to clear the atmosphere, and on the whole has vindicated the Board of Education. Superintendent Brumbaugh especially commended three points in the committee's report. He said:

"These are first, the removal of the hand of politics from the teachers' side of the school system, and the provision of professional care for teachers. A teacher has nothing more to do with political pull. The extension of the Sherrin law to the Board of Education is excellent. I am glad that the investigators found no politics in the Board of Education, and glad that they took

their stand against any such influence.

"The second part of the report with which I am particularly pleased—and this is a personal gratification in part—is the approval of the \$5,000,000 loan for sites and buildings. It was I who suggested the need of such a loan, and I have felt that, in a way, my judgment was on trial. Of course, this loan is the only thing that can improve the wretched physical conditions at some of our schools.

"The third point of excellence is the suggestion that the annually prepared budget of school expenses and allotments go to the board and councils together thru their committees. This would save time, and avoid disagreement.

"As to the question of the number and appointment of the members of the Board, I feel that that is scarcely worthy of discussion, for the problem is one of efficiency. So long as the present Board appointed by the present system, does its work, we need have no fear that any legislature will change either the Board or its method of appointment.

"Charges of extravagance are exaggerated. It is impossible, now, to build even such a school as the Dunlap for less than \$8,000 a division. As to the Mayor's power of veto, that is all right. But I think it scarcely necessary that the Board should be asked to pay the fare of the high school pupils.

"As to the suggestion that the next three members of the Board to be chosen by the Board of Judges be selected from the wards not now represented, I am strongly against any such procedure. What we need in the Board of Education is not ward representation, but thoro and intelligent interest in the entire school system. I do not approve of this idea of wards in the management of the schools. I am also opposed to the

appropriation of money to the sectional boards, for I do not consider it necessary and it would tend toward confusion."

Henry R. Edmunds, president of the board, and William T. Elden, chairman of the property committee, both emphatically denied the extravagance charged by the investigators.

Vacation Schools Appreciated.

Philadelphia has decided that there was not sufficient appreciation to warrant the holding of vacation schools this summer. Instead, it will enlarge its playground facilities. A very different feeling exists in Chicago among those who have watched the progress of these schools since the Civic Federation first opened the Medill School, in 1896.

Supt. William J. Began, of Chicago's Permanent Vacation Schools, stated in his last report that ninety per cent. of the children will desert the most attractive playground for the vacation school. The eleven public schools which were open last year had an attendance of 7,751. Of this number 1,523 never missed a day. The classes in house-keeping and manual training were eagerly attended, and what is really surprising, classes in domestic hygiene taught by the Visiting Nurse Association interested the children greatly. The work in industrial art, nature study, and storytelling, was also popular.

Chicago may well feel gratified at the results of her efforts—both negatively and positively. On the one hand, the children have been kept off the streets and away from influences which might counteract the benefits of the regular school session. On the other, they have learned many a useful lesson and been given healthful interests to occupy their minds while not actually in school. They are worth while from every point of view. The money spent in their support will prove in the end a wise economy.

RECENT MACMILLAN TEXT-BOOKS

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Another Salary Contest.

The committee of the Teachers' Association of Wilmington, Del., which is seeking a change in salary schedule, states that it is not the expectation of the Association to secure a general advance in pay for all teachers. At present there are teachers in different parts of the city doing exactly the same grade work, whose salaries vary by \$50 or \$100.

The Association is striving to have all teachers of a single grade receive the same pay. With this in view they are striving to have the Board pay all teachers in any grade the highest salary now received by any of them.

R. R. Equips High School Room

On Friday, March 22, Altoona, Pa., dedicated her splendid new high school building. The structure has cost altogether \$384,615.92. It is very complete, and well adapted to answer every requirement.

Among the speakers of the occasion were Mr. H. R. Erlenbaugh, who told of the cost and other details of the construction of the building; Prin. G. D. Robb, who traced the history of the high school since its foundation in 1877 with one teacher and twenty-four pupils, and Supt. H. J. Wightman, who spoke on "The Trend of the High School."

The principal address of the evening was given by State Supt. N. C. Schaeffer. The Pennsylvania Railroad Company contributed the equipment for the shops and mechanical drawing-room of the industrial department.

Arbor Day.

The Department of Education of New York State has sent out its Arbor Day Annual for May 3. Very valuable information is given in regard to the planting and care of trees. Work in this line already accomplished is also interestingly described.

During the past eleven years there have been planted on the school grounds of the State of New York 173,679 trees, the Annual states. From the establishment of Arbor Day in 1889, until 1896, there were planted 145,241 trees, making a total in the past eighteen years of 318,920. There are over 10,000 school commission districts in the State. This would give more than thirty trees to every district if they were proportionately distributed.

"Since the establishment of Arbor Day, practically every district has at one time or another reported the planting of some trees. An inquiry recently addressed to the school commissioners revealed the fact that there are over 2,000 districts in the State with absolutely no trees or shrubs on their school grounds, and many others with only a few straggling trees. Further than that, a very small per cent. of the whole number of districts give any sort of attention to the care of their grounds.

"Apparently there is more need for the care of trees and shrubs than there is for actual planting. It is easy enough for an enthusiastic teacher to work up appropriate ceremonies for Arbor Day, but too often the teacher finds no practical response from the patrons of the school. Trees and shrubs, to be of any avail, must be planted on school grounds with the same forethought and care that a farmer gives to the planting of an orchard, and they must be looked after not simply on Arbor Day, but all the year.

"It ought to be understood by school officers everywhere that mere sentiment will not arouse the patrons of a school district to beautify their school grounds. The whole matter must in some way be put before them on a plain business basis. They must see that it pays, as in the end it most certainly does, to paint the school-house whenever it needs it, to plant and care for trees and shrubs about the grounds, and give the whole place an inviting air of cleanliness and respectability that commands the respect and admiration of the stranger and teaches an invaluable lesson to the home community."

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The Laborer is Worthy.

State Supt. James B. Aswell, of Louisiana, has resigned his office to become president of the University of Mississippi. A New Orleans paper comments thus:

Unfortunately the scandalously small salary which this State pays to her Superintendent of Education makes it impossible for us to keep in that position a man of Mr. Aswell's capacity and attainments. We pay Sheriffs, and other officers not so important, princely fees, but when it comes to the State Superintendent of Education the salary is \$2,000, not really enough to properly compensate a good school teacher. We cannot hope to keep that office filled by a really competent man, so long as we remunerate him in such niggardly fashion, and if, by chance, we should secure a man of Mr. Aswell's attainments, he cannot stay long with us, because all over the country there is demand for talent in school work, and good salaries await competent men.

School and Politics.

The resignation of President Kerr, of Utah's Agricultural College, and of Mr. W. S. McCormick, from the college board, is taken by one of the Salt Lake City papers to indicate undue political influence from which these gentlemen wished to free themselves.

"That the agricultural college will suffer, goes without saying," it adds. "No such institution can retain the confidence of the people or attract desirable instructors when it is known the tenure of office and possibility of promotion depend upon political pull. No man can give a successful administration of the college who is dependent upon political favor for his appointment and retention, and is therefore obligated to manage the institution in accord with the instruction of politicians."

No Pension Wanted.

Miss Nancy Frey, of Sigourney, Iowa, who is seventy-one years old, started upon her eightieth term as teacher, a few days ago.

"I enjoy teaching now as much as I ever have, and I've always been very fond of it," she said. "I am very fond of children and have never had any difficulty in governing them. I have not found it hard to keep pace with the modern methods, as I attend all teachers' meetings held in the county; also the teachers' normals. When our new superintendent, a young man who thought he would find me a back number, visited my school, he spoke in very complimentary terms of my methods, assuring me that as long as he occupied his present office I would be granted a teacher's certificate without taking the examination."

Where Fresh Energy is Needed.

F. P. Speare, educational director of the Boston Y. M. C. A., speaking at the Boston Convention of the Eastern Commercial Teachers' Association, protested against having evening classes conducted by men and women who have taught in day schools. If they have put as much of themselves into their work during the day as they should, they will have nothing but remnants left for their evening pupils. The pupils may be forced to do this, and indeed it is for young men and women who have to earn a living that these schools exist. For this very reason the teachers should be as fresh as possible, ready to give their best efforts to these already tired students. Mr. Speare's point is well taken, and applicable not alone to commercial evening schools.

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In and About New York City.

Reports for March show a decrease of 2,333 in the number of pupils on part time. The average attendance was 22,517 more than last year.

Pres. Magnus Gross, and practically all the officers of the New York City Teachers' Association, have been renominated for another year. Their election is confidently expected.

The men on the principals' eligible list have formed an organization to look after their interests. It was voted that all claims to the position of principal made by any one not holding a license as principal should be contested. It was also decided to urge the appointment to small schools of assistants to principals who hold principals' licenses.

Commissioner Barry, of the Bronx, has resigned from the New York Board of Education. His successor has not yet been chosen. Commissioner Clement March has been appointed chairman of the committee on sites, to succeed Mr. Barry, and Commissioner Sherman will take his place in District No. 24.

The teachers of New York City are responding nobly to the call for aid to former teachers who are now in want. Nearly 9,000 have joined the movement, and more than \$4,000 has been contributed. In a number of schools every teacher has joined in the work.

The Appellate Division has confirmed the judgment rendered last May by the Supreme Court in Brooklyn, in favor of Anna L. Johnson. Miss Johnson's suit was for rank and pay as assistant to principal. Last June the Board carried an appeal.

Communications from the Public Education Association and the Interborough Women Teachers' Association, have been received by the Board of Education, favoring some plan to arbitrate differences arising between the teachers and the Board. Felix Warburg, a former Commissioner, drafted a plan submitted by the Public Education Association in which a committee to pass on the validity of claims was suggested. The constant recourse to the courts is felt to be undesirable by all concerned.

Women on the principals' eligible list have protested to the Board of Education that there are vacancies which should be filled by those now on the list, which have been left in charge of assistants to principals. This they claim is in violation of the by-laws of the Board. They name four schools in Brooklyn, and one in Manhattan where such vacancies exist.

The Board of Superintendents has reported unfavorably upon Commissioner Jonas' suggestion that five years' experience in secondary schools should not be required of candidates for high school principals. "It is a desirable element," the report stated, "in the experience of a high school principal that he shall have had some practical knowledge of secondary school work. The present requirement seems to be sufficiently elastic and no difficulty has been found or is likely to be found in securing excellent persons for high school principals in this city."

At its recent meeting the Board retired Miss Wilhelmina M. Bonesteel, principal of the primary department of Public School 53, Manhattan, to take effect September 1; Edna Mack, Public School 59, Manhattan, and Carrie Conkling, special teacher of drawing, Brooklyn.

The Brooklyn Women Class Teachers have filed articles of incorporation. The directors are Miss Anna L. Goessling, Mrs. Sarah A. Waters, Mrs. Elizabeth W. Booth, Miss Ida K. Hinds, Miss

Maud M. North, Miss Ada Craig, Miss M. Emma Lovett.

At Public School No. 84, special exercises were recently held for the school delegates to the Peace Congress. A report was made upon the proceedings of the Congress. Principal Melville explained the importance of the peace movement and commented upon the influence of women against war.

A number of prominent men are making brief addresses at the Friday morning assemblies at the De Witt Clinton High School. Jacob Riis, who spoke the other morning, gave the boys the following piece of advice: "Don't be afraid of your mistakes, boys, but learn from them. In life you will find that your greatest assets are your mistakes." He urged upon the boys the importance of faithfulness in small things as well as large for effective citizenship.

On April 27, the domestic art class of the New York University held its annual exhibition. The class meets on Saturday mornings, and is composed chiefly of teachers from the public schools. The work shown reflected much credit on Mrs. Annie L. Jessup, who conducts it.

Too Much Home Work.

Complaints received constantly by the high school committee of the Board of Education have led the committee to ask the Board of Superintendents to report on the amount of home work required of high school pupils. Parents frequently write to the committee that their children are given so much work to do after school hours that there is time for little else.

It is the purpose of the committee, with the aid of the superintendents to formulate some plan whereby the time thus required may be lessened.

Salary Bill Passed.

The equal pay bill has passed. The Lower House of the New York Legislature made quick work of the measure and recorded 105 for, to but fifteen votes against the proposed removing of salary distinction between men and women teachers in the New York City schools. The bill is to be sent at once to Mayor McClellan for his approval or veto. His decision must be given within fifteen days. It is the hope of the women that if his decision is unfavorable there will still be time for the Legislature to pass it over his veto.

The women are jubilant. Success has crowned their efforts thus far.

A Pleasant Surprise.

The New York Board of Education has been losing salary suits with painful regularity. Several of these suits turned on a technicality. The Davis law failed in one provision to state that certain years of service must be in a particular grade to receive a certain advance of salary. Many teachers have taken advantage of this technical slip and have brought suit successfully against the Board.

The Board, on April 24, received a surprise that was almost a shock. A letter was read from George L. Byrne, a graduating class teacher of Public School No. 5, in which the writer waived claim to some \$1,100 which he might have secured by following the same tactics as many of his fellows. He stated that he had been moved to write by the frequent criticisms in press and elsewhere of the grasping character of New York teachers.

The Board greeted the reading of the

letter with applause, and voted to thank Mr. Byrne "for his honorable and high-minded behavior."

High School Teachers Dine.

On Saturday, April 20, the Second Assistant and Junior High School Teachers' Association had a dinner. A number of the speakers represented other organizations of teachers. Among them were Dr. William T. Ettinger, president of the Association of Men Teachers and Principals of the city of New York; Sidney C. Walmsley, president of Brooklyn Schoolmen; Charles J. Pickett, president of New York Schoolmen; also Joseph K. Van Denberg, principal of Public School 40; Commander Hawley O. Rittenhouse, of Eastern District High School.

The dinner, which was a great success, and a most enjoyable affair, was followed by a brief business meeting.

Opposed to Saturday Work.

Dr. Luther H. Gulick, in a lecture before the New York University School of Pedagogy, stated that no home work should be given out on Fridays.

"The period between Friday afternoon and Monday morning," said Dr. Gulick, "should form a complete break in the studies. The child should feel that he is then free to do the things that he pleases to do. He should not be oppressed with the consciousness of school work. He should be free to play, to do work in the house, to do handwork, or anything else which affords that genuine recreation which is so unconsciously sought by the normal child.

"If necessary let the children work a little harder during the week. But this does not seem to be necessary, for nearly all teachers agree that the home work done between Friday and Monday is practically worthless. The most that is accomplished is to worry the child."

Teachers Needing Help.

The meeting of the New York Educational Council on April 20, was one of the best of the year. The subject announced was "How to Help and Stimulate Weak and New Teachers."

Prin. D. A. Preston did not, however, limit himself strictly to the subject, but spoke broadly of the duty resting upon principals to help all the teachers of their schools.

"The principal," said the speaker, "usually goes to the kindergarten and lower primary grades for cheer and sunshine, and to the higher grades for inspiration. There is danger that he will leave the middle grades to themselves, and here his aid is most often needed."

A number of ways of testing both pupils and teachers were suggested. For the former test Mr. Preston said he would ask a teacher for the particular needs of some individual pupil. He said that by inspection some general need of the school could frequently be determined and then discussed at a meeting of the teachers.

A smile was seen on many faces when Mr. Preston spoke of special cases to be treated—the teacher with the strident voice, the careless habit of dress, the one with too great love for society, the book-worm, the teacher who makes tragedies of trifles, and last, most difficult and most painful, the faithful teacher who has not the mental ability to teach.

"The principal," said Mr. Preston, "who is not man enough to face these problems, and not gentleman enough to go directly to the individuals concerned, is not worthy of his position. Most cases can be helped in this direct way."

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At the great International Contest for **Speed and Accuracy** in shorthand writing, held at Boston, March 30, 1907, under the auspices of the Eastern Commercial Teachers' Association, Miss Nellie M. Wood (Isaac Pitman writer) carried off the Egan International Cup, and Sidney H. Godfrey (Isaac Pitman writer) again won the Miner Gold Medal.

PERCENTAGE TABLE: EAGAN CUP

NAME	GROSS SPEED PER MINUTE	MATE- RIAL ERRORS	IMMATE- RIAL ERRORS	NET SPEED PER MINUTE	SYSTEM
Nellie M. Wood	225	22	23	163	Isaac Pitman
C. F. Gehman	225	26	19	158	Graham
Fred Ireland	245	30	30	142	Graham
S. H. Godfrey	165	24	7	123	Isaac Pitman
G. H. Welsh	150	17	22	116	Benn Pitman

Five other contestants entered but failed to qualify.

MINER MEDAL TEST

The **Miner Medal**, for writers of less than ten years' experience, was again won by **SIDNEY A. GODFREY**, a writer of the **Isaac Pitman Shorthand**, whose transcript was the only one of sufficient merit to be rated for this trophy.

Send for a copy of *Pitman's Journal* for April, 1907, containing a full report of this contest, also for a copy of "Some Points." A postal will bring both.

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Vacant Lots Association.

The Vacant Lots Gardening Association has issued its first annual report. The Association was started in February 1906. Last summer many a family from the crowded parts of New York found a breathing space and a chance to do work which, from its unfamiliar nature, seemed like play, on the land controlled by the Association.

Thirty acres in the Bronx were loaned by the Astor Estate, which supported miniature farms ranging in size from a half acre to a city lot, or smaller.

The report mentions a number of interesting cases of people who were greatly helped by their summer's city outing. A consumptive and his family lived all summer in a tent on the plot assigned to him, and with a little outside aid put up a cabin in which they passed the winter. Another garden showed, by the appreciative care taken of it, what it had meant to an old man not strong enough to secure regular work. There were many such cases, attesting the practical good done in this unpretentious way.

Howard Payson Wilds is president of the Association, and Bolton Hall, 56 Pine Street, is the treasurer.

Convention of Mothers' Clubs.

The fifth annual convention of the Mothers' Clubs connected with the Brooklyn kindergartens, took place on April 11. The meeting was crowded, and enthusiastic. Miss Fanniebelle Curtis, director of kindergartens in Brooklyn and Queens, reviewed briefly the kindergarten situation. Ten years ago, she said, there were but thirteen kindergartens in Brooklyn. There are now more than two hundred, in addition to those conducted by the Free Kindergarten Association. During the past year the different Mothers' Clubs have held

635 meetings, which have had a total attendance of 18,146.

Prin. Emma L. Johnston, of the Brooklyn Training School, spoke on "The Home."

"Children should have home duties," she said. "They should perform home services as punctually and as faithfully as they perform school duties. They should be recognized as among the home makers, and, altho the parents may regard them as the center of interest and affection, the children should be made to realize that they owe more than love to their parents—they owe respect to the heads of the family, and loyalty to the home which is made up of all the members of the family. Loyalty to the home should be taught as we teach loyalty to the country. Each member of the family may have interests, aims, enthusiasms peculiar to himself, but no member should have any interest, aim, or enthusiasm which is not respected, encouraged, and appreciated by every other member."

Board Would Raise Salaries.

Before it was known that the White bill had passed the Assembly, Commissioner Stern said that if it did not become a law the Board of Education would arrange a new salary schedule with higher pay for both men and women.

On the same occasion Commissioner Harrison said:

"It will be our great pleasure and duty to reform the salary schedules so that there may be a better reward for all. Not, however, in such a manner that every woman shall get the same salary as every man, because she happens to be in a class of the same grade, but so that the reward of honest labor may be as great as the city can afford. It has been a great pleasure to have endeavored to have justice done by defeating this bad piece of legislation."

An Arbor Week.

Prin. J. Wilmer Kennedy, of the Miller Street school of Newark, N. J., tried a new plan of celebrating Arbor Day. Instead of having formal exercises for one period, he instructed his teachers to have the celebration last thru the whole week. He told them to take the nature hour for the study of trees, to explain how to plant them, to speak of their esthetic and economic value, also to tell the aims of the Shade Tree Commission.

Traveling Model School.

The New Jersey Legislature has appropriated \$5,000 for the use of the State Normal School at Trenton. Dr. James M. Green, principal, explains the use to which this sum will be put. The model school established to furnish opportunity for observation and practice teaching for the normal students, while large and successful, does not suffice for all the students.

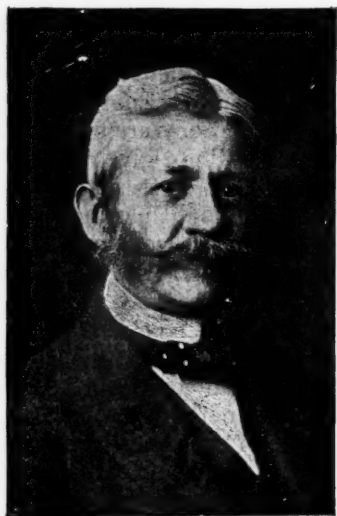
It is Dr. Green's plan, therefore, to assign students to different cities and towns to work under the direction of local teachers. The money appropriated is to furnish additional salaries of fifty dollars a year or less to teachers willing to undertake the work.

National Academy of Sciences.

On April 16 the National Academy of Sciences opened its annual session at Washington.

The Academy was incorporated in 1863 by an act of Congress, and has since that time held the highest position as an honor society among the scientists of this country.

At each annual meeting a maximum of five new members may be elected. Last year three new members were chosen: Prof. Josiah Royce, of Harvard, William B. Scott, of Princeton, and Benjamin O. Pierce, of Harvard.



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More Study Periods.

The Board of Education has adopted an amendment to its by-law which requires that, "the session of the high schools shall be five hours in length, beginning at 9 A. M., except as hereinafter provided; but in schools having manual training courses for boys or technical courses for girls, the session for the students in such courses may be extended by order of the board of superintendents.

"There shall be an intermission of not less than thirty minutes, which, with the approval of the board of superintendents, may be extended to not more than sixty minutes. When, because of increase in registration, or because of the need of additional study periods, it becomes necessary to extend the session, such session may begin at 8:30 A. M., and continue not later than 5 P. M.

"The organization of classes in such extended session shall provide for each pupil the number of recitation periods per day and per week required by the courses of study in high schools. Teachers in attendance during such extended session shall not receive extra compensation, but the average daily service required of teachers shall not exceed six and one-half hours including the period allotted to the noon intermission."

The Question of Eyeglasses.

Mr. Burlingham, on behalf of several charitable organizations, has written to Chairman Stern, of the Board of Education's Elementary Schools' committee, in regard to the conclusions reached after the hearing on free eyeglasses, recently held by the Board. He said:

"The hearing before your committee on the question of eyeglasses showed that there was an absolute agreement as to two things:

"1. The need of thoro medical examination.

"2. The duty to see to it that every child in the public schools who needs glasses should have them."

After a general discussion of the situation the following plan is suggested.

"1. That the Board of Health shall assign a sufficient number of doctors and nurses to the schools—say one of each to every 3,000 or 4,000 children—(a) to provide for the prompt and thoro examination of all school children; (b) to assure the notification of the parents of all physical defects and the steps to be taken for their relief; (c) to make possible the visiting by the nurse of the home of every child whose parents have not responded to the notice of its need of treatment within a given time.

"2. That the Board of Education shall make definite requests of the hospitals, dispensaries, etc., to appoint suitable times and make adequate arrangements for the treatment of the school children.

"3. That these children, whose parents cannot afford to pay for glasses shall be referred to one of the four societies which make offers of assistance or to other charitable societies, churches, settlements, etc., for glasses, for treatment, and for the relief of other home conditions which will probably accompany inability to buy glasses.

"4. That local school boards be directed to ask for and organize the co-operation of all hospitals, dispensaries, settlements, churches, and charitable societies in their districts to these ends.

"5. That the Board of Education do everything possible to correct those school conditions which tend to increase defects of vision among children during their school years."

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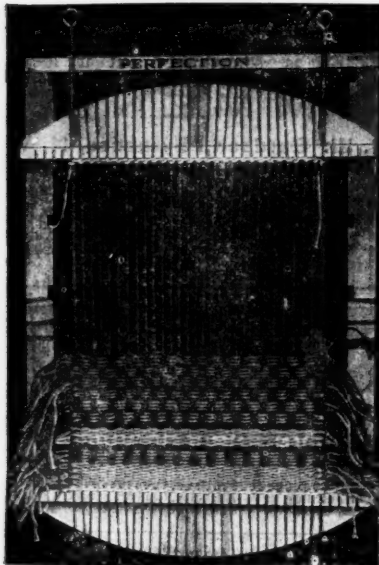
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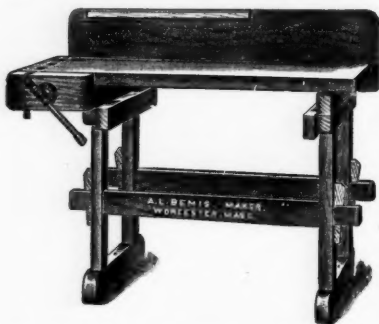
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The Playground Association of America.

The Playground Association of America, of which Theodore Roosevelt is Honorary President, and Jacob Riis, is Honorary Vice-President, is now making arrangements for two great demonstrations of the value of playgrounds and play to municipalities. The first of these, a convention in Chicago, June 20-22, to which President Roosevelt has urged every mayor in the United States to send an official representative, will consist of practical demonstrations of organized play by 7,000 school children of all ages, and a series of papers by such leaders of the play movement as Judge Ben D. Lindsey, of the Children's Court, Denver, Jane Addams of Hull House, Dr. G. Stanley Hall, of Clark University, and U. S. Commissioner Elmer Ellsworth Brown. In connection with the convention the South Park System of Chicago will demonstrate fully the workings of its chain of twelve day and night open and indoor playgrounds for children and adults. It is expected that these gatherings will attract an adult attendance of nearly 50,000 people. The Chicago Committee already has begun to erect a monster grand stand to accommodate the visitors.

The second enterprise of the Association is a great play exhibit at the Jamestown Exposition which will be installed and kept in daily operation if the necessary money can be obtained. The Exposition authorities have offered free space, and also to provide halls for a series of meetings and lectures. The idea of the officers of the Association is to instal a model city playground and keep there a corps of experienced physical training and play directors to demonstrate the value of this work to the children. An exhibit of photographs and information from playgrounds all over the country will be shown in connection with the outdoor exhibit. To carry on this work, however, the Association must raise at least \$5,000 and largely increase its membership.

The general object of the Association is to encourage municipalities and voluntary societies thruout the United States to maintain as part of a well organized system of education in physical training and character building, playgrounds conducted by persons qualified especially for this service. It aims, therefore, to become a great collecting and distributing agency of information as to play experiments wherever conducted. As funds permit, it purposes to establish a permanent Play Museum with models of playgrounds, equipment, photographs, books, and carefully tabulated data accessible to all interested in the problem. It is ready, also, to co-operate with all play agencies in the various municipalities, and hopes to be able, thru representatives and membership in all the great cities, to secure concerted action on the part of friends of the children to force municipal provision for their needs. It will issue regular bulletins keeping its members fully informed of the progress of the movement.

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The Association is rapidly gaining in membership throughtout the country. Those wishing to become members, or to contribute to the objects of the Association should send checks to Dr. Henry S. Curtis, Secretary, 805 G Street, N. W. Washington, D. C. Memberships are of six kinds, as follows: Journal, \$1; council, \$2; associate, \$5; sustaining, \$10; patron, \$100; founders, \$1,000.

The active officers of the Association are: President, Dr. Luther Halsey Gulick, Director of Physical Training, New York City; First Vice-President, Commissioner Henry B. F. Macfarland, Washington, D. C.; Second Vice-President, Jane Addams, Hull House, Chicago; Third Vice-President, Joseph Lee, Boston; Chairman, Financial Committee, Felix M. Warburg, New York; Chairman, Executive Committee, Dr. Seth T. Stewart, District Superintendent, New York; Secretary, Dr. Henry S. Curtis, Supervisor of Playgrounds, District of Columbia.

The other members of the Executive Committee are: Mr. James G. Phelps Stokes, New York; Mrs. Vladimir G. Simkhowitch, New York; Dr. Ossian Lang, New York; Miss Marie R. Hofer, New York; Miss Sadie American, New York; Mr. Archibald A. Hill, New York; Mrs. Tunis G. Bergen, Brooklyn, N. Y.; Myron T. Scudder, New Paltz, N. Y.; Miss Ellen Tower, Lexington, Mass.; Mr. Ellery Clark, Boston, Mass.; Mr. Clinton Rogers Woodruff, Philadelphia; James B. Reynolds, Washington, D. C.; Mr. Charles F. Weller, Washington, D. C.; Mrs. Ellen Spencer Mussey, Washington, D. C.; Dr. George M. Kober, Washington, D. C.; Dr. Rebecca Stoneroad, Washington, D. C.; Miss Beulah Kennard, Pittsburg, Pa.; Mrs. Samuel Ammon, Pittsburg, Pa.; Dr. Wallace Miller, Columbus, Ohio; Superintendent P. P. Claxton, Knoxville, Tenn.; Miss Mary McDowell, Chicago, Ill.; Mr. J. Frank Foster, Chicago; Mr. E. B. DeGroot, Chicago; Miss Amelia Hofer, Chicago; Mr. Clark W. Hetherington, Columbia, Mo.; and Mr. A. W. Dunning, St. Paul Minn.

No Practical Mathematicians.

It was the general feeling of the Mathematical teachers of New England, who recently met in Boston, that present methods are not producing practical mathematicians. As Charles F. Warner, of the Springfield Technical High School put it:

"Something has happened to grammar school arithmetic since I was a boy. The boys of my day were not at a loss as those of to-day in making adjustment between the theory of mathematics and its practical application. There was no such lamentable ignorance of facts or lack of power to make these common-sense adjustments with practical things.

"Under the present system of instruction the pupil lacks confidence in his ability to make practical application of mathematical principles. The question is 'How to establish this confidence.'"

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The One-to-One System.

At its recent dinner the Massachusetts Schoolmasters' Club listened to Professor West's explanation of the aim and results thus far of the tutorial system at Princeton.

"It is an old, indestructible truth," he said, "that the best education is not to be obtained without that intimate, one-to-one contact, the literal handing of the torch of knowledge from one to the other. That is the only, the best way, and yet I am sorry to have to say it has been lost sight of in our American colleges.

"With the vast increase of students at Princeton we found we lacked resources; that instead of small classes and personal contact we got classes of 200, 300, and 400 and got not a well-organized body of students, but a herd, a mob. As a result, like other colleges, we resorted to course lessons, which stimulate the mind without educating it. . . .

"To get at the boy, to find the student, is the theory of the system," said Professor West; "to get at the student, not in a crowd, but in tiny groups about a table. This is driving or lifting the boy to find his own gait in the class and this system cares for the individual peculiarities of each student. About sixty preceptors have been added to the Princeton teaching staff to carry out this system, and I have no sympathy for the college which does not provide for the dull-minded boy as well as for the bright one."

English vs. American Art.

Mr. Loomis tells us that an Englishman once said to him: "You have no great painters."

"Why, there's Sargent," he answered. "We think a good deal of him."

"But I thought he was an Englishman. He's at the head of our painters. I think he's an Englishman."

"Your thoughts, my dear boy, cannot alter his nationality."

At another time he said: "Why haven't you any great singers?"

"Isn't Patti great enough? She was a child in New York streets when she first began to sing. And are Eames and Nordica to be sneezed at? It is not respectful to sneeze at a lady."

Again the Englishman supposed that all these voices were to be credited to Europe.

I took innocent pleasure, continues Mr. Loomis, in telling him that over one hundred years ago our Benjamin West was president of their Royal Academy, and that we took up Richard Wagner some time before the English did.

I also recommended him to read James Russell Lowell's essay "On a Certain Condescension in Foreigners."

(From "A Bath in an English Tub," by Charles Battell Loomis. A. S. Barnes & Company, New York.)

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